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ABSTRACT

Descriptions of lessons within each of three computer-based curricula for high school students (U.S. government, U.S. history, and introductory economics) are presented in this instructor's manual. Each curriculum is divided into lesson units and covers basic concepts. The reading-level is approximately tenth grade. Each unit consists of a pretest and computer instruction. If students do not pass a pretest, they are assigned the appropriate lesson. Posttests are not given because the lessons are mastery-based and give students intensive review drills. The U.S. government curriculum is composed of six units and six lessons. The U.S. history curriculum is composed of 15 units and 15 lessons. The introductory economics curriculum is composed of five units and five lessons. This manual is intended only as a supplementary guide to the computer programs containing the lessons to be used in the classroom. (DB)

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*Instructor's Guide*

*CCA High School*

# SOCIAL SCIENCE

*Curricula*

## U.S. GOVERNMENT
## U.S. HISTORY
## ECONOMICS

**Courseware & Curriculum Applications**
**Computer-based Education Research Laboratory**
**University of Illinois at Urbana-Champaign**

**June 1990**

SO 030 233



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# INSTRUCTOR'S GUIDE TO THE CCA HIGH SCHOOL SOCIAL SCIENCE CURRICULA: U.S. GOVERNMENT, U.S. HISTORY, AND INTRODUCTORY ECONOMICS

June 1990

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List of Filenames in
The CCA U.S. Government Curriculum
The CCA U.S. History Curriculum
The CCA Introductory Economics Curriculum

## PREFACE

This manual, *Instructor's Guide to the CCA High School Social Science Curricula: U.S. Government, U.S. History, and Introductory Economics*, contains descriptions of lessons within each curriculum. The guide was prepared by the staff of the Courseware & Curriculum Applications (CCA) Group, a unit of the Computer-based Education Research Laboratory (CERL), University of Illinois at Urbana-Champaign.

**General Description of the Social Science Curricula**

Each curriculum is divided into lesson units and covers basic concepts in the areas of United States government, United States history, and elementary principles of economics. The reading level is approximately tenth grade.

Each unit consists of a pretest and computer instruction. If students do not pass a pretest, they are assigned the appropriate lesson. Posttests are not given because the lessons are mastery-based and give students intensive review drill. Posttests would be superfluous.

The *U.S. Government Curriculum* is composed of six units and six lessons designed by the CCA Group. The structure of the first five units are described under the section entitled *Structure of the CCA Lessons in this Series* on pages 1 through 11. The sixth unit is a drill lesson on concepts required for passing most U.S. Constitution tests. The structure of this lesson is described separately under *Structure of the U.S. Constitution Lesson* (see pages 29 through 31).

The *U.S. History Curriculum* is composed of 15 units and 15 lessons. The first five units were developed by CCA staff. An additional 10 units were developed by staff members at the Intensive English Institute, University of Illinois at Urbana-Champaign. These units are described under the section entitled *Structure of the Intensive English Institute Lessons* on pages 52 and 53.

The *Introductory Economics Curriculum* is composed of five units and five lessons. All of these lessons were developed by CCA staff and are described under the section entitled *Structure of the CCA Lessons in this Series* (see pages 1 through 11).

The sections describing the structure of lessons show how a series of lessons works. Sample formats and feedback strategies are described. Then, under each specific lesson, only the objectives specific to each lesson are described.

**A Note about the Goal of These Lessons**

While these lessons were designed to teach social science content, they were designed to teach reading strategies in the content areas as well. Thus, both reading teachers and social science teachers will find these lessons useful.

**Conclusion**

The Courseware & Curriculum Applications (CCA) Group hopes that you will find this manual and other guides in the *CCA* series useful. Other manuals include:

*Instructor's Guide to the CCA Basic Skills Reading Comprehension Curriculum*
*Instructor's Guide to the CCA Basic Skills Mathematics Curriculum*
*Instructor's Guide to the CCA Basic Skills Language Arts Curriculum*
*Instructor's Guide to the CCA Basic Skills Spelling Curriculum*
*Instructor's Guide to the CCA High School Physical Science Curricula: Earth Science, Biology, and Physical Science*

As always, we invite your comments on the lessons, the curricula, and the documentation.

**Acknowledgements**

We express our appreciation to Dorothy O'Connell who edited the document at all stages of its production, and to Joan Phebus who formatted and printed this instructor's guide.

## STRUCTURE OF THE CCA LESSONS IN THIS SERIES

The CCA Social Science lessons in this series all follow the same general structure. A study skills approach is used patterning the student to read a bit, stop and answer some questions, then read some more, etc. Each lesson is made up of three parts (see Figure 1):

1. a reading passage with questions to answer every few paragraphs,
2. a content drill on important details from the passage, and
3. a summary drill on overall concepts from the passage.

Students must complete the reading passage (and questions) before entering the content drill, and must complete the content drill (scoring at least 80%) before going on to the summary drill. They must achieve 80% or better in the summary drill to complete the lesson.

**Part 1: Reading the Passage**

The passages contain both text and graphics (charts and illustrations) and, through the use of questions every few paragraphs, check comprehension as students read. Students are able to review previously read pages. There is also an on-line lexicon available to help students with difficult words.

While reading the passage, students have several options (see bottom of Figure 2):

- Press NEXT to go to the next page. (This may be another page of text or may be a question about the page just read.)
- Press BACK to return to the previous page. (No questions will be asked.)
- Press LAB to review any page previously read. (No questions will be asked. Students may not go beyond the page they are currently on.)
- Press SHIFT-BACK to return to the lesson index. (Students will return to the same page they were on when they left the lesson.)
- Press HELP to access the on-line lexicon. (This is not available while students are answering questions.)

After reading a page or two, students will be asked a question about what they have just read. Questions appear at random intervals; that is, for one student, a question may appear after pages 1, 4, and 5; for another student, a question may appear after pages 2, 3, and 5. If students answer the question correctly, they read on. If they answer incorrectly, they are given another chance. If they miss a third time, they are shown the correct answer. Often students must support their answer by underlining the evidence in the passage (see Figures 3 and 4).

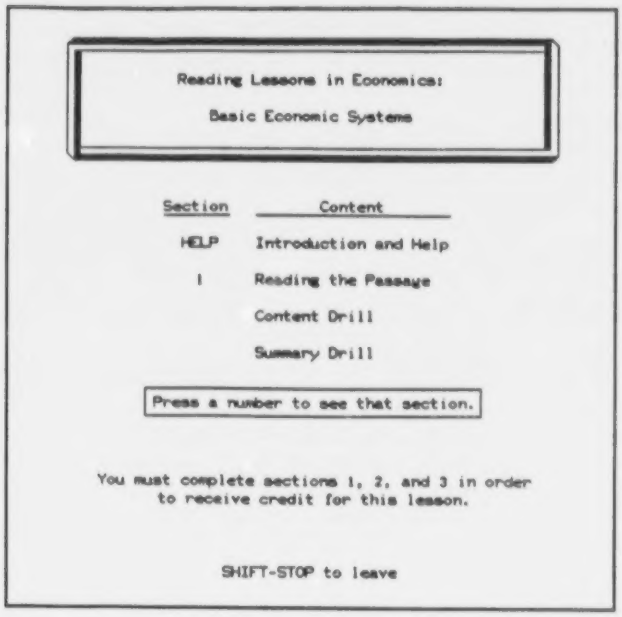


Figure 1

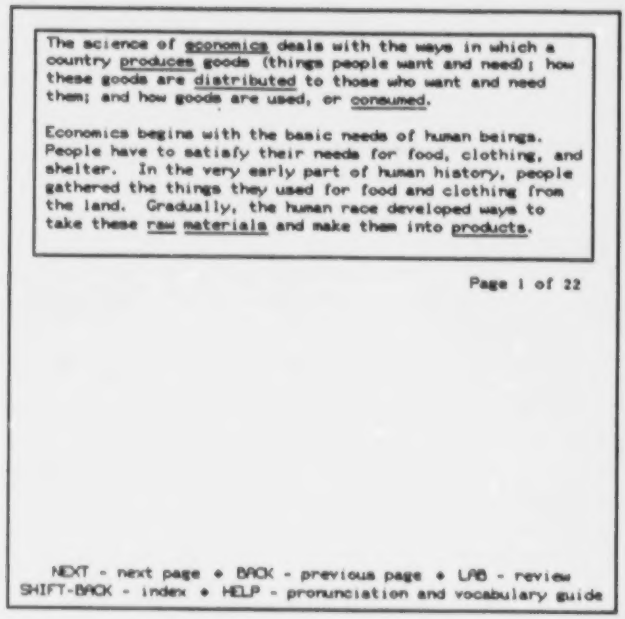
The science of economics deals with the ways in which a country produces goods (things people want and need); how these goods are distributed to those who want and need them; and how goods are used, or consumed.
Economics begins with the basic needs of human beings. People have to satisfy their needs for food, clothing, and shelter. In the very early part of human history, people gathered the things they used for food and clothing from the land. Gradually, the human race developed ways to take these raw materials and make them into products.
Page 1 of 22
NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 2

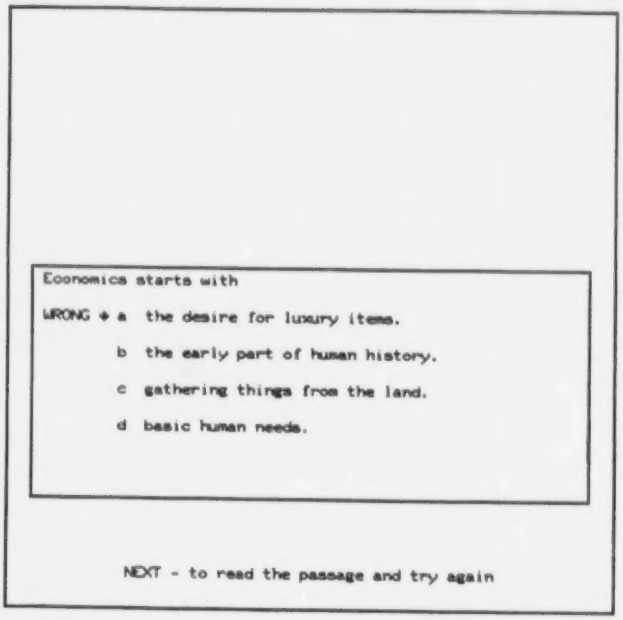
Economics starts with
WRONG ♦ a the desire for luxury items.
b the early part of human history.
c gathering things from the land.
d basic human needs.
NEXT - to read the passage and try again

Figure 3

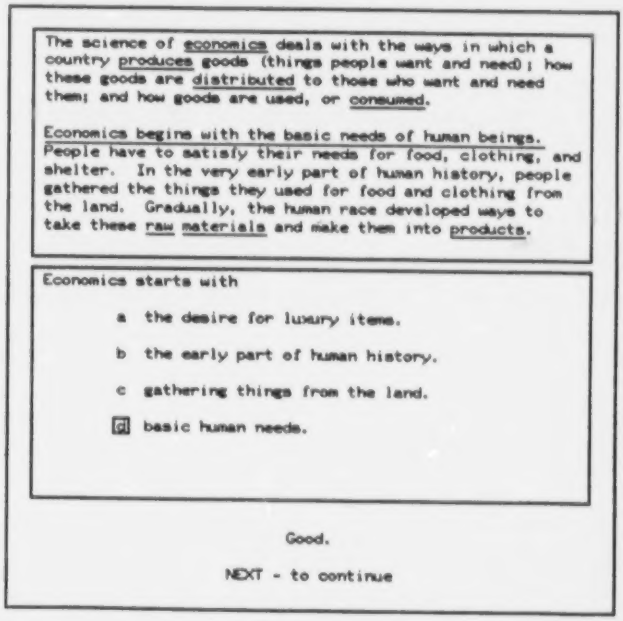
The science of economics deals with the ways in which a country produces goods (things people want and need); how these goods are distributed to those who want and need them; and how goods are used, or consumed.
Economics begins with the basic needs of human beings. People have to satisfy their needs for food, clothing, and shelter. In the very early part of human history, people gathered the things they used for food and clothing from the land. Gradually, the human race developed ways to take these raw materials and make them into products.
Economics starts with
a the desire for luxury items.
b the early part of human history.
c gathering things from the land.
d basic human needs.
Good.
NEXT - to continue

Figure 4



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While reading the passage, students may access an on-line lexicon by pressing HELP. They are asked to type the word they wish defined. Both a pronunciation guide and a short definition of the word are given. If the word is not recognized as a word in the lexicon, the words closest to it in alphabetical order will appear on the screen. Hopefully, students will recognize another form of the desired word on the list. Then, they can press NEXT and type one of those words (or some other word). (See Figures 5 and 6.)

The lexicon is composed of words from *The American Heritage Word Frequency Book* by John B. Carroll et al., which was published in 1971 by Houghton Mifflin Company and American Heritage Publishing Co., Inc. Words at an eighth-grade or higher level were included in the lexicon, as well as some words below the eighth-grade level that were determined to be important to the content of the passages.

Note: The lexicon is not available while students are answering questions.

If students get less than 80% of the questions correct on the first try while reading the passage, they are encouraged to review the passage before entering the content drill. No questions are asked during review of the passage. Upon successful completion of the passage reading, students move on to the content drill.

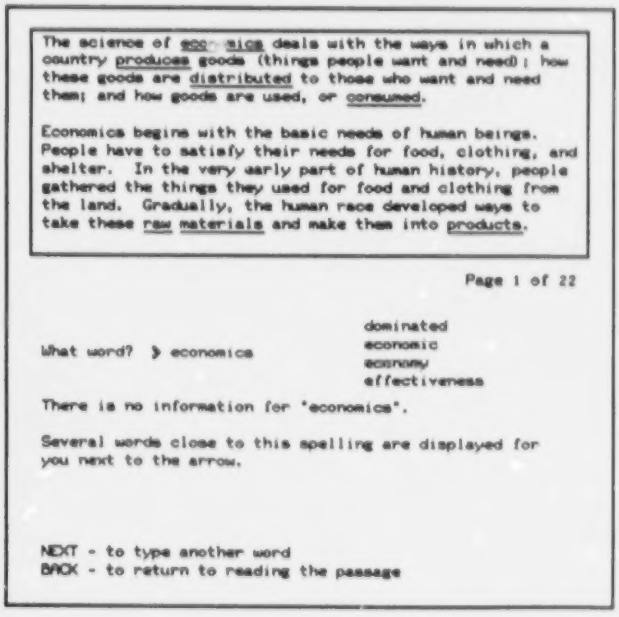
The science of economics deals with the ways in which a country produces goods (things people want and need); how these goods are distributed to those who want and need them; and how goods are used, or consumed.
Economics begins with the basic needs of human beings. People have to satisfy their needs for food, clothing, and shelter. In the very early part of human history, people gathered the things they used for food and clothing from the land. Gradually, the human race developed ways to take these raw materials and make them into products.
Page 1 of 22
What word? > economics
dominated
economic
economy
effectiveness
There is no information for "economics".
Several words close to this spelling are displayed for you next to the arrow.
NEXT - to type another word
BACK - to return to reading the passage

Figure 5

The science of economics deals with the ways in which a country produces goods (things people want and need); how these goods are distributed to those who want and need them; and how goods are used, or consumed.
Economics begins with the basic needs of human beings. People have to satisfy their needs for food, clothing, and shelter. In the very early part of human history, people gathered the things they used for food and clothing from the land. Gradually, the human race developed ways to take these raw materials and make them into products.
Page 1 of 22
What word? > economy
"economy" is pronounced: ee kah noh mee
Economy is the working of a country's system of money and how it is used.
NEXT - to type another word
BACK - to return to reading the passage

Figure 6

**Part 2: Content Drill**

The content drill reviews the important details from each passage. The questions in the content drill paraphrase questions from the passage to ensure that students learn the information embodied in the question rather than simply memorizing the question and its answer. Ideally, students should attempt the content drill 24 hours after completion of the passage. Such a delayed review encourages retention of the information from the passage over time. (A similar delay is desirable between completion of the content drill and beginning of the summary drill. Neither of these delays are enforced.)

Students must achieve 80% or more in the content drill (on the first attempt at each item) before being allowed into the summary drill. If they fail to reach this criterion, they must retake the content drill (see Figure 7).

If students leave during a drill, that drill will be started over upon reentry.

Several question formats are used in the content drill. In all of the formats, missed items are put back into the item queue for review. Missed items will reappear several times at increasingly distant intervals. This strategy helps to shape retention over time. Note that for the multiple-choice item used in the figures, the order of the choices has changed between iterations, so students cannot remember an answer by miscues like position in the list.

In Figures 8 through 10, the student has first answered the item incorrectly, then, has tried a second time and chosen the right answer. The progress bar on top has not been filled in, since it took the student two tries. In Figure 10, the student has finally answered the item correctly (after answering several intervening items), and has credit on the progress bar. Note that the progress bar is only a relative measure of completion; if students do well, they see fewer items before completion; and if they do poorly, they have more items to complete before the progress bar is filled in.

Content Drill
This is a drill on the information from the passage.
To complete this drill, you must get 88% of your answers correct on the first try.
If you leave this drill before you finish, you must start the drill over again.
NEXT - to begin the drill

Figure 7

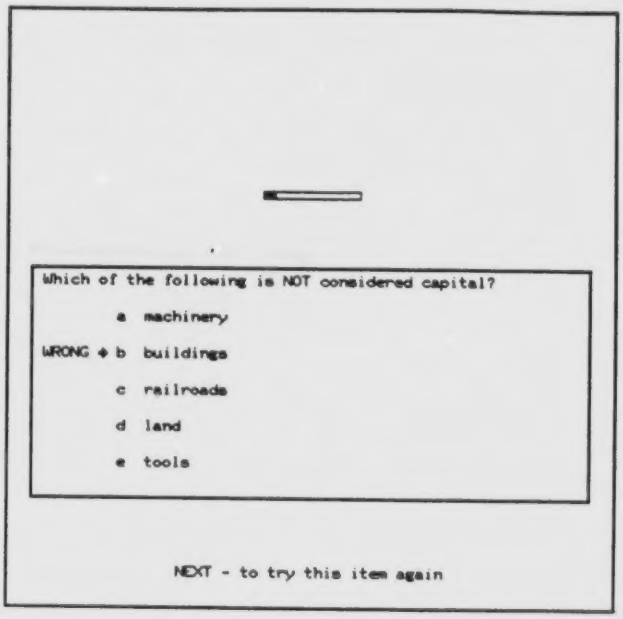


Figure 8

Figure 9

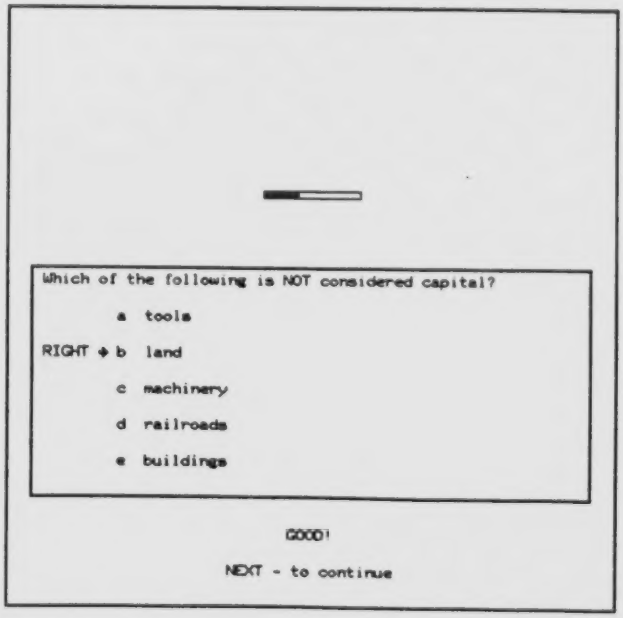


Figure 10





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**Part 3: Summary Drill**

Once students answer 80% of the items correctly (on the first try) in the content drill, they move on to the summary drill (see Figure 11).

The summary drills are based on the important ideas in each passage. The structure or form of the drill is also based on the overall structure of the passage. In some cases, the summary drill helps students construct a "map" of the passage content; in other cases, the drill aids students in discriminating concepts or in learning the steps of a process.

A 24-hour wait between completion of the content drill and entry into the summary drill is desirable, but is not enforced. This delay helps shape retention over time.

If students leave in the middle of a summary drill, they must start the drill over again when they return.

Missed items are inserted into the queue for review, as described under *Part 2: Content Drill.*

Note in Figure 12 that a student answered incorrectly. Note the question, and note that the letters associated with the possible answers are not in alphabetical order.

Note in Figure 13 that the list of possible answers remains constant, but the letters have changed. This is an attempt to force students to read the words, not learn an inappropriate association; e.g., "trade goods brought into a country" is "j" rather than "imports." Note also that the progress bar has begun to fill in, since this item was answered correctly.

Note in Figure 14 that the concept previously missed is again being tested, but this time the wording is slightly different.

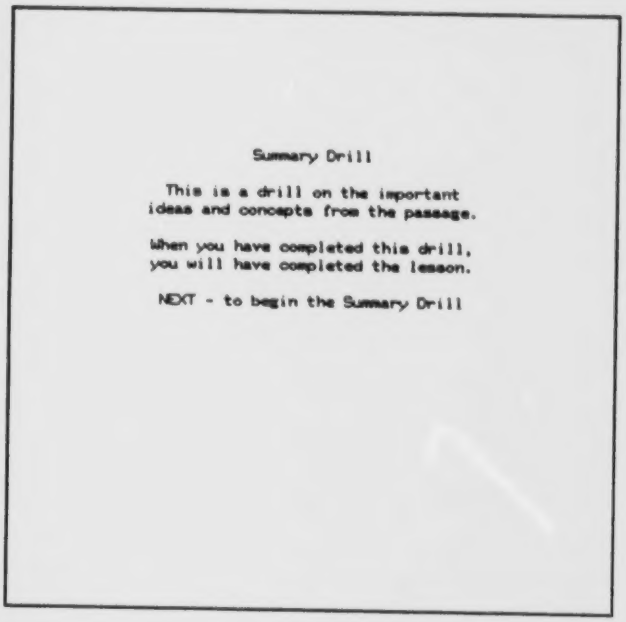
Summary Drill
This is a drill on the important ideas and concepts from the passage.
When you have completed this drill, you will have completed the lesson.
NEXT - to begin the Summary Drill

Figure 11

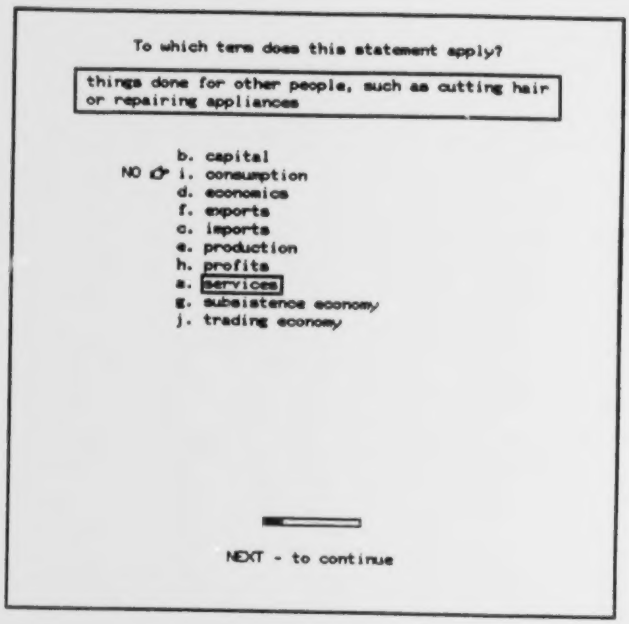


Figure 12

Figure 13

Figure 14





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## Concept Maps

Once the summary drill is completed with mastery of 80% or better, a concept map is constructed to help students visualize the main ideas and relationships developed in the passage. These maps vary greatly in design, depending on the overall structure of the passage. Sometimes construction of the map is the summary drill. Sometimes the map simply comes after the drill as a final visual for students to remember. Figures 15 and 16 show a sample of one of these maps.

You have completed the Summary Drill.
Following is a 'map' of some of the important ideas and relationships in the lesson you have just completed.
Study the map carefully.
Press NEXT to see the map.

Figure 15

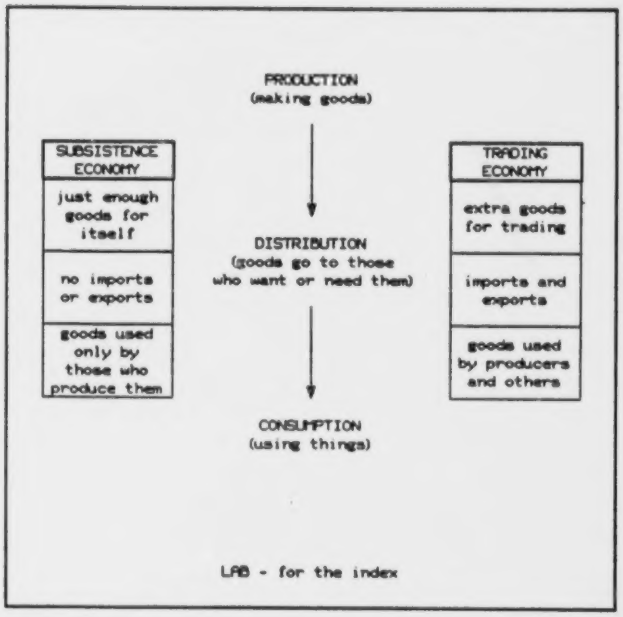



Figure 16

### Special Options for Instructors

If instructors enter one of these lessons from an instructor signon, they have some special options unavailable to students (see Figure 17).

- They do not have to go through the sections in order.
- They are allowed to choose the starting page.
- They can choose to read the passage without having to answer questions.

If instructors choose the introduction, they will have several options (see Figure 18):

- *Introduction*: to look at an overview of the lesson structure (similar to what you are currently reading).
- *More about the Lexicon*: to see information about how the words in the lexicon were chosen.
- *Passage Vocabulary Analysis*: to view graphs of the word difficulty in the specific lesson about to be viewed.

Figures 19 and 20 show the overview of the lesson structure as seen online.

Figures 21 through 24 show sample word analysis charts and give an explanation of what the charts represent. The vocabulary in each lesson has been compared to the list in *The American Heritage Word Frequency Book*. Words determined to be eighth-grade level or higher and those below eighth-grade level, but important to concepts in the passages, have been included in the lexicon. This grade-level analysis also has helped the developers keep the lessons at the desired reading level.

Much of the material in this series of lessons is based on the contents of booklets published in 1977 by the U.S. Department of Labor, Employment and Training Administration, Job Corps: *Advanced General Education Program: A High School Self-study Program*. The primary reference source for additional information was *The Random House Encyclopedia* (1977).

Since you are not a student, you may
begin at any page
NEXT - to begin with page 1
or type a number between 1 and 22
to start there:)
BACK - to return to the index
NOTE: You will not be given questions during review.
TERM-"q" is available to turn inserted questions on or
off (currently ON).

Figure 17

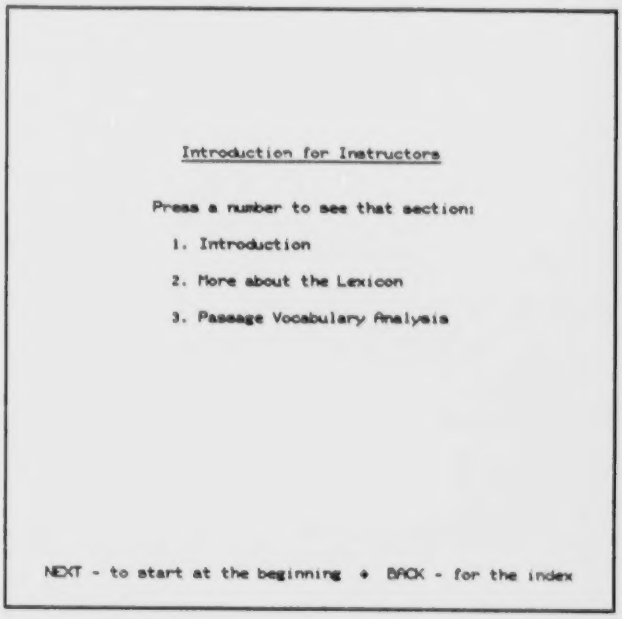

Introduction for Instructors
Press a number to see that section:
1. Introduction
2. More about the Lexicon
3. Passage Vocabulary Analysis
NEXT - to start at the beginning ♦ BACK - for the index

Figure 18

Introduction
These Reading Lessons in Science and Social Science are
based on the Advanced General Education Program: A High
School Self-study Program, developed by the U.S.
Department of Labor for use in the Job Corps program.
The following was used as a primary reference source:
The Random House Encyclopedia,
New York: Random House, 1977.
Each lesson is made up of three parts:
Part 1 - reading the passage and answering questions
inserted in the text.
Part 2 - a content drill to be taken after completing
Part 1.
Part 3 - a summary drill to be taken after coming to
criterion on Part 2.
The primary goal of each lesson is to teach new
information in a specific content area: to build a fact
system and "conceptual map" of the lesson's content. A
secondary goal is to improve the student's reading
comprehension and study skills.
NEXT - for page two ♦ BACK - for the index

Figure 19

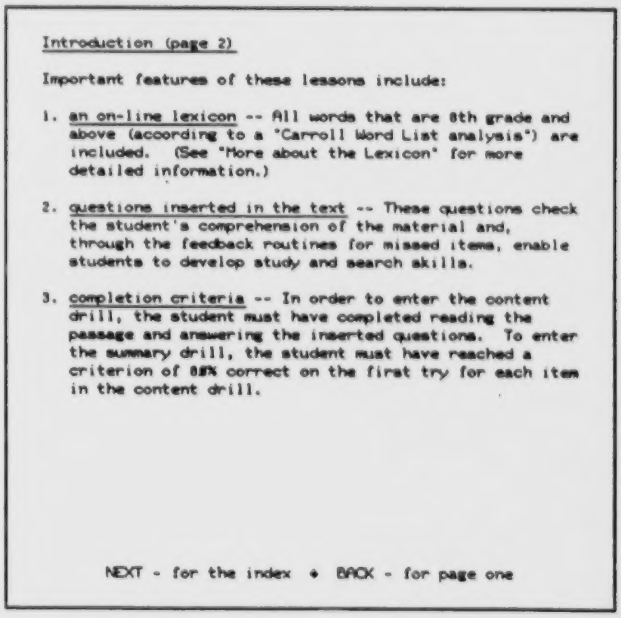

Introduction (page 2)
Important features of these lessons include:
1. an on-line lexicon -- All words that are 8th grade and
above (according to a "Carroll Word List analysis") are
included. (See "More about the Lexicon" for more
detailed information.)
2. questions inserted in the text -- These questions check
the student's comprehension of the material and,
through the feedback routines for missed items, enable
students to develop study and search skills.
3. completion criteria -- In order to enter the content
drill, the student must have completed reading the
passage and answering the inserted questions. To enter
the summary drill, the student must have reached a
criterion of 85% correct on the first try for each item
in the content drill.
NEXT - for the index ♦ BACK - for page one

Figure 20

More about the Lexicon

The on-line lexicon, available only while the student is reading the passage, is based on an analysis using the lesson "getwords." This analysis determined which words were 8th grade level and above. These words were then used to compile the lexicon that provides a guide to both pronunciation and definition. The lesson "getwords" is based on the following:

Carroll, John B.; Davies, Peter; and Richman, Barry. The American Heritage Word Frequency Book. Boston, Houghton Mifflin Company, 1971.

Those words that account for 95% of the reading material at each successive grade level (grades 3 though 9) were used. For example, the grade 3 list includes all the words that account for 95% of the words used in 3rd grade reading materials. The grade 4 list includes the additional words needed to account for 95% of the words used in 4th grade materials. This pattern is repeated for each grade level.

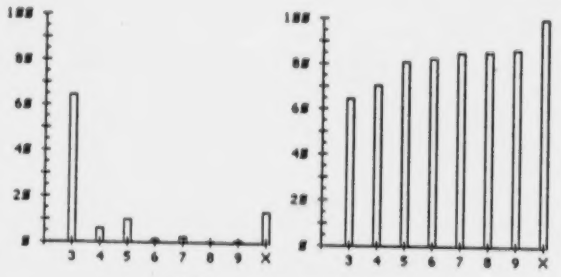
A "getwords" analysis provides a complete list of the words used in the passage and their grade levels. In addition, word count summaries are provided for the distinct words used in each passage and the total words used in each passage.

NEXT - for the index

**Figure 21**

Distinct Word Count Summary

| Individual Grade Count | | | Cumulative Count | | |
|---|---|---|---|---|---|
| 3rd - | 292/ 451 -- | 64.7% | 3rd - | 292/ 451 -- | 64.7% |
| 4th - | 27/ 451 -- | 6.0% | 4th - | 319/ 451 -- | 70.7% |
| 5th - | 46/ 451 -- | 10.2% | 5th - | 365/ 451 -- | 80.9% |
| 6th - | 7/ 451 -- | 1.6% | 6th - | 372/ 451 -- | 82.5% |
| 7th - | 11/ 451 -- | 2.4% | 7th - | 383/ 451 -- | 84.9% |
| 8th - | 3/ 451 -- | 0.7% | 8th - | 386/ 451 -- | 85.6% |
| 9th - | 5/ 451 -- | 1.1% | 9th - | 391/ 451 -- | 86.7% |
| none - | 60/ 451 -- | 13.3% | none - | 451/ 451 -- | 100.0% |




HELP - for an explanation
NEXT - for total word count summary ◆ BACK - for the index

**Figure 22**

The graphs on the previous page show the percentage of words at each grade level for a given passage.

The "Distinct Word Count Summary" indicates how many individual words appear in the passage.

The "Total Word Count Summary" indicates the entire number of words that appear in the lesson (all instances of each word are counted).

"Individual Grade Count" shows the percentage of words in the passage that appear at each grade level.

"Cumulative Count" shows the total percentage of words in the passage at a given grade level or below.

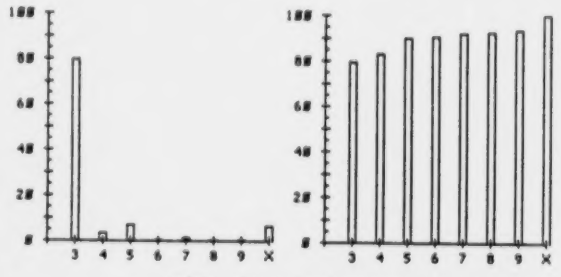
The graph column labeled "X" and the category "none" in the charts indicate the words found in the passage which are above the ninth grade level or which are not found on the original list.

NEXT - to return to the graphs

**Figure 23**

Total Word Count Summary

| Individual Grade Count | | | Cumulative Count | | |
|---|---|---|---|---|---|
| 3rd - | 1079/1356 -- | 79.6% | 3rd - | 1079/1356 -- | 79.6% |
| 4th - | 48/1356 -- | 3.5% | 4th - | 1127/1356 -- | 83.1% |
| 5th - | 93/1356 -- | 6.9% | 5th - | 1220/1356 -- | 90.0% |
| 6th - | 9/1356 -- | 0.7% | 6th - | 1229/1356 -- | 90.6% |
| 7th - | 20/1356 -- | 1.5% | 7th - | 1249/1356 -- | 92.1% |
| 8th - | 8/1356 -- | 0.6% | 8th - | 1257/1356 -- | 92.7% |
| 9th - | 8/1356 -- | 0.6% | 9th - | 1265/1356 -- | 93.3% |
| none - | 91/1356 -- | 6.7% | none - | 1356/1356 -- | 100.0% |




HELP - for an explanation
NEXT - for distinct word count summary ◆ BACK - for the index

**Figure 24**



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## OVERVIEW OF

## THE CCA UNITED STATES GOVERNMENT CURRICULUM

The *CCA United States Government Curriculum*, designed and programmed by members of the Courseware & Curriculum Applications (CCA) Group, was written to supplement and reinforce students' understanding of the way the U.S. government works. It also explains the functions of the government with respect to political parties, the election process, and separation of powers.

The curriculum is composed of six lessons:

Forms of Government
Capitalism, Socialism, and Communism
Representative Democracy and Political Parties
Governmental Separation of Powers
The Election Process
United States Constitution, History of Government, and Declaration of Independence

Each unit consists of a pretest and computer instruction. Lessons use a study skills approach with comprehension questions interspersed throughout the passages, lexicons available for difficult and key words, and review drills that develop cognitive skills. Because of the mastery-based nature of the lessons, no posttests are given.

The structure of the lessons in the first five units is described under *Structure of the CCA Lessons in This Series* (see pages 1 through 11). The objectives covered by each of the lessons are described unit-by-unit on the pages following this overview. The structure of the sixth lesson is described under *Structure of the U.S. Constitution Lesson* on pages 29 through 31. The objectives covered are described under the description section in the lesson, *United States Constitution, History and Government, and Declaration of Independence* (see pages 32 and 33).

**Lesson** **Forms of Government**

**File** *gedss01*

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**Description** This 24-page reading passage teaches the basic concept of government as a system through which power and succession to power are formalized. Three specific types of governments are described: *autocratic*, *democratic*, and *totalitarian*.

Democracy is described as a system in which the people retain power through their right to vote for their leaders. Autocracy is a system in which one person or a small group of people have power. Totalitarianism is defined as a governmental system in which people vote for their leaders, but in which they have only one choice. Distinctions are made between kingship and tyranny as two forms of autocracy, and between parliamentary and presidential systems as two forms of democracy.

The lesson discusses the concepts of public power and of constitutions as written documents that protect the rights of citizens. The idea is introduced that political parties are the means by which many people express their opinions, and this idea is expanded in a later lesson, *Representative Democracy and Political Parties*.

In the summary drill, students have the opportunity to synthesize the ideas from the passage as they categorize information under these four headings: *autocracy*, *democracy*, *totalitarianism*, and *all three forms of government*.

**Objectives**

- To acquaint students with Thomas Hobbes' definition of government as the authority to demand cooperation and the power to make people obey (see Figure 1).
- To define the term *government* according to two variables: (1) who holds power, and (2) how power is transmitted from one ruler to the next (see Figure 2).
- To define and explain public power.
- To distinguish among these forms of government: autocracy, democracy, and totalitarianism.

- To explain that tyranny, dictatorships, and kingships are all forms of autocracy.
- To explain the difference between two kinds of democracy: direct and representative.
- To explain that there are two kinds of democratic systems: parliamentary and presidential.
- To explain that a constitution is a formal document outlining how power is used.
- To introduce and define political parties.

**Intended Audience** Adolescent and adult learners

**Completion Time** One hour (self-paced)

The most useful characteristics for grouping governments will be those most closely related to the function of government -- those that tell us what government is and does. Political philosophers have been asking what government is and does for centuries. The English philosopher, Thomas Hobbes, had an interesting idea about the purpose of government. He observed that people often have trouble getting along with each other and working together, even to solve common problems and face common threats. We seem to need some authority that demands our cooperation and has the power to force us to obey. Hobbes said that governments arise to provide this authority.
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NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

**Figure 1**

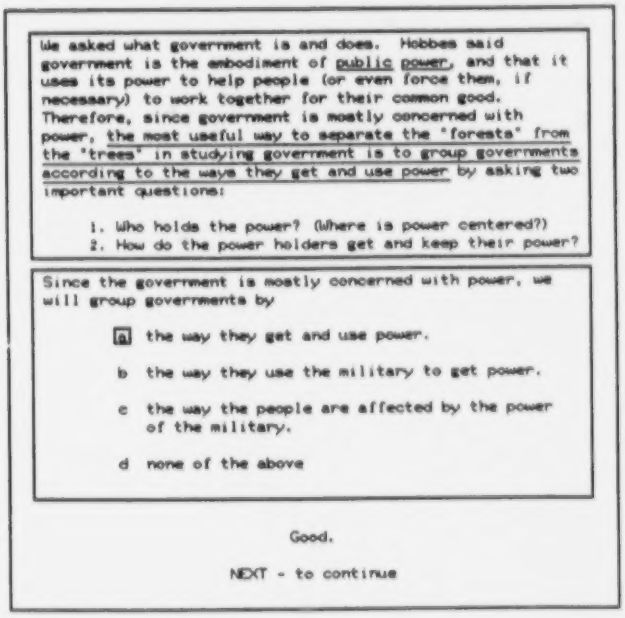
We asked what government is and does. Hobbes said government is the embodiment of public power, and that it uses its power to help people (or even force them, if necessary) to work together for their common good. Therefore, since government is mostly concerned with power, the most useful way to separate the "forests" from the "trees" in studying government is to group governments according to the ways they get and use power by asking two important questions:
1. Who holds the power? (Where is power centered?)
2. How do the power holders get and keep their power?
Since the government is mostly concerned with power, we will group governments by
a the way they get and use power.
b the way they use the military to get power.
c the way the people are affected by the power of the military.
d none of the above
Good.
NEXT - to continue

**Figure 2**



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**Lesson** **Capitalism, Communism, Socialism**

**File** *gedss02*

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**Description** This 15-page reading passage describes three basic economic and political systems: *capitalism, communism*, and *socialism*. It stresses the need for better communication and cooperation among the nations of the world, so that people can be better equipped to think and deal fairly with other systems. This lesson stresses that economic and political issues are connected to each other (see Figure 1).

The lesson defines and describes economic and political terms common to capitalism, communism, and socialism. It draws some examples from both the British and U.S. systems.

A map at the end of the summary drill reinforces students' understanding of how capitalism, communism, and socialism address issues of politics, economics, and control of land, wealth, and industry.

**Objectives**

- To convey a sense of the necessity for countries to work together in the political and economic realms, as advanced communication and transportation technologies have drawn the peoples of the earth into closer contact (see Figure 2).
- To define and explain the general philosophies of capitalism, communism, and socialism in both political and economic terms (see Figure 3).
- To define an economic system as one that deals with the production of goods, distribution of wealth, and the control and ownership of land and industry.
- To define a political system as one that deals with how a government is chosen and set up, and what it does.
- To explain that capitalism is an economic system in which land, business, and industry are owned and managed by individual citizens, not by government.
- To explain that the free market system or free enterprise refers to an economic system in which the market is free to control and regulate itself.

- To give a brief explanation of minimum wage laws.
- To give a brief explanation of anti-trust laws.
- To define socialism as an economic system in which the people as a whole own and control a country's land and wealth through a government chosen to represent them.
- To define communism as a government system in which just one political party is in charge of all economic and political matters.

**Intended Audience** Adolescent and adult learners

**Completion Time** One hour (self-paced)

The need to communicate and work with other countries in a shrinking world does not, however, automatically lead to better communication. Many countries in the world have forms of government and ways of doing things that seem strange when compared to ours. The first step in learning to communicate and work with the people of other countries is to study their political and economic systems. Only when we understand them will we be able to work with them for the good of everyone in the world.
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SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

**Figure 1**

A 'shrinking world' may make communication with people in different countries easier. But it also makes the need to communicate and work together more important, because countries depend more on one another in a 'shrinking world.'
For example, in 1973, some nations in the Middle East cut off our supply of oil, causing us serious economic problems. And, in 1972, a crop failure in the Soviet Union forced the Soviets to import millions of tons of American wheat. In a 'shrinking world,' countries have to communicate and work with one another.
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SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

**Figure 2**

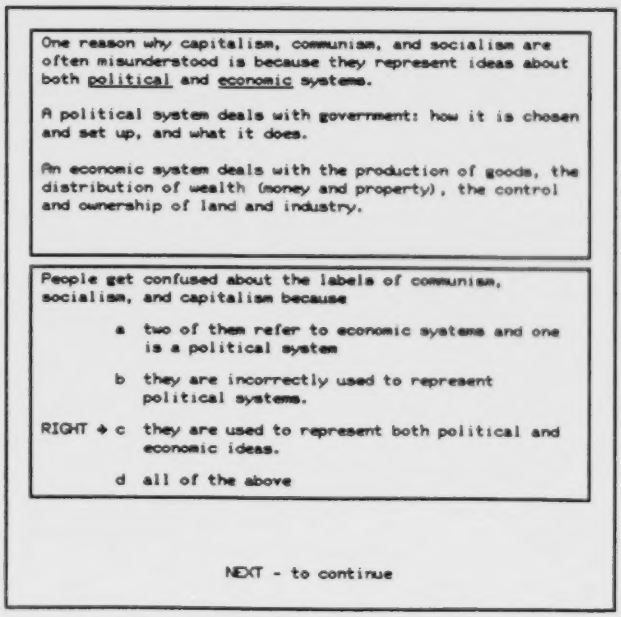
One reason why capitalism, communism, and socialism are often misunderstood is because they represent ideas about both political and economic systems.
A political system deals with government: how it is chosen and set up, and what it does.
An economic system deals with the production of goods, the distribution of wealth (money and property), the control and ownership of land and industry.
People get confused about the labels of communism, socialism, and capitalism because
a two of them refer to economic systems and one is a political system
b they are incorrectly used to represent political systems.
RIGHT ♦ c they are used to represent both political and economic ideas.
d all of the above
NEXT - to continue

**Figure 3**



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**Lesson** **Representative Democracy and Political Parties**

**File** *gedss03*

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**Description** This 11-page reading passage explains the workings of a *representative democracy* as it is practiced in the United States. The functioning of political parties, of majority and minority parties, and of primary and final elections are central points. The lesson also describes voter eligibility and registration, the principle of compromising to reach decisions, and the concept of what constitutes a stable government.

In the summary drill, students demonstrate that they have generalized correctly from the concepts presented in the lesson by sorting information into these categories: compromises, final election, independent voter, majority, political parties, primary election, and voter registration.

A concept map at the end of the summary drill reinforces students' understanding of how primary elections are held to select candidates for the final election. The map includes the ideas of belonging to a political party, voter registration, and election by majority vote.

**Objectives**

- To explain representative democracy as practiced in the United States.
- To explain what an eligible voter is.
- To explain political parties.
- To explain that a representative of a political party is one who expresses the majority opinion of that group on important issues (see Figure 1).
- To name the two main political parties of the United States: Democratic and Republican.
- To mention that there are other, smaller parties, such as the Socialist Party and the Liberty Party (see Figure 2).
- To explain the idea of compromising in politics to arrive at new opinions that a majority of people can share and implement (see Figure 3).

- To define a stable government as one in which a country's political parties can make good compromises over long periods of time.
- To explain the way majority and minority parties work together to pass laws and settle issues.
- To explain how elections take place in the United States.
- To define and discuss primary election (see Figure 4).
- To define and discuss voter registration, and to explain how it helps keep the electoral system fair and honest.
- To define independent voter.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

However, representatives with similar opinions tend to work together. In fact, in many countries, representatives who share certain important opinions, and the people who elect them, organize themselves into groups called political parties. The party itself then represents the opinions on important issues which are held by its members.
In the United States there are two main political parties, the Democratic Party and the Republican Party. There are also several smaller political parties, like the Socialist Party and the Liberty Party.
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NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 1

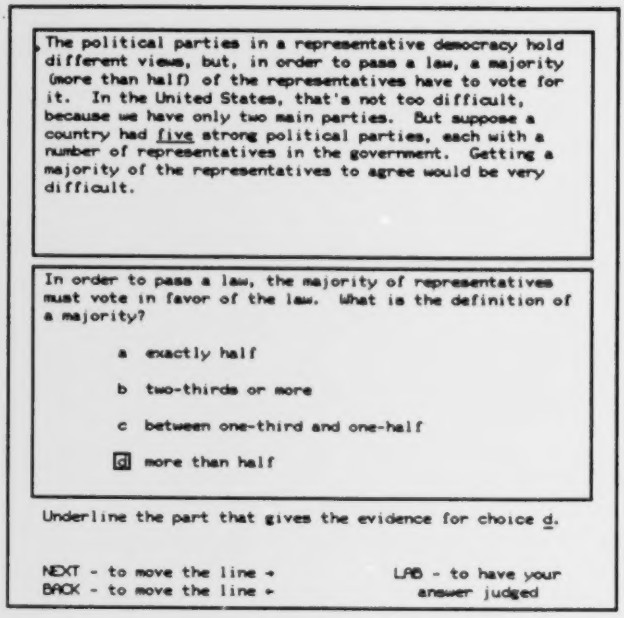
The political parties in a representative democracy hold different views, but, in order to pass a law, a majority (more than half) of the representatives have to vote for it. In the United States, that's not too difficult, because we have only two main parties. But suppose a country had five strong political parties, each with a number of representatives in the government. Getting a majority of the representatives to agree would be very difficult.
In order to pass a law, the majority of representatives must vote in favor of the law. What is the definition of a majority?
a exactly half
b two-thirds or more
c between one-third and one-half
d more than half
Underline the part that gives the evidence for choice d.
NEXT - to move the line →
BACK - to move the line ←
LAB - to have your answer judged

Figure 2

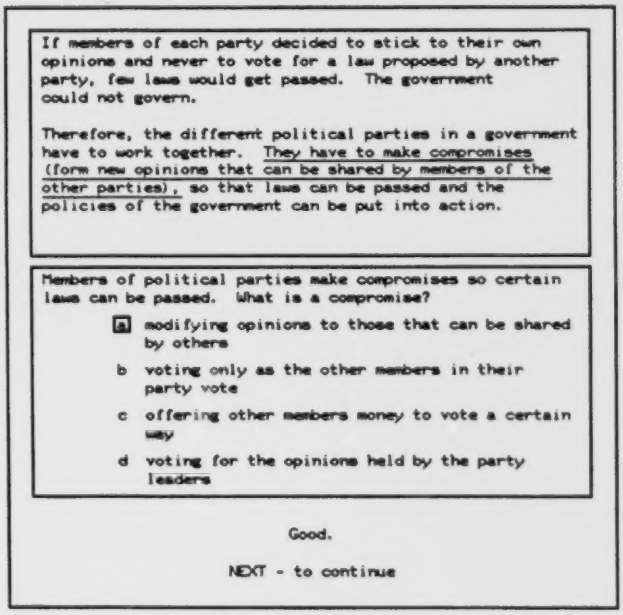
If members of each party decided to stick to their own opinions and never to vote for a law proposed by another party, few laws would get passed. The government could not govern.
Therefore, the different political parties in a government have to work together. They have to make compromises (form new opinions that can be shared by members of the other parties), so that laws can be passed and the policies of the government can be put into action.
Members of political parties make compromises so certain laws can be passed. What is a compromise?
a modifying opinions to those that can be shared by others
b voting only as the other members in their party vote
c offering other members money to vote a certain way
d voting for the opinions held by the party leaders
Good.
NEXT - to continue

Figure 3

Up to now, this lesson has been discussing how political parties work in the government. Not only the representatives of government are members of political parties, however. The voters are also members of the parties. Now we will look at how the voting members of political parties choose their representatives.
First of all, for many offices of government, each political party has a primary election. In the primary election only members of the party may vote. The purpose of the primary is to select one party member from among all those who want to run for an office.
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SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 4



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Lesson **Governmental Separation of Powers**

File *gedss04*

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Description This 21-page reading passage explains separation of powers as outlined by our founding fathers and protected by the U.S. Constitution. It describes the functions of each of the three branches of the government: *executive, legislative*, and *judicial*.

This lesson also distinguishes among the three branches of government by explaining how checks and balances work. It gives examples of specific duties of the President as the Commander-in-Chief and describes him as the main person responsible for foreign affairs. It tells about the appointment and confirmation of Supreme Court Justices and describes the functions of the Supreme Court in reviewing the laws of the land. It gives the historical overview on why the system of separation of powers was created and protected by the Constitution. It describes the enactment of laws by Congress, and it explains the President's veto power.

In the summary drill, students demonstrate that they have generalized correctly from the concepts presented in the lesson by sorting information into these categories: checks and balances, Constitution, executive, judicial, legislative, and separation of powers.

Objectives
- To review the concept from a previous lesson, *Forms of Government*, that governments make laws and protect their country's citizens.
- To explain how the government of the United States functions.
- To explain that the founders of the United States did not desire a government in which one person or a small group of people held all the power.
- To explain the idea of separation of powers as a means of guarding against autocracy.
- To explain the advantages of the separation of powers in terms of keeping the three branches of government separate from each other and responsible to each other (see Figure 1).

- To discuss the Constitution as the document that outlines our system of government.
- To name and describe the functions of the three branches of government: legislative, executive, and judicial.
- To define Congress as the legislative branch of government that makes laws.
- To name the two parts of Congress: the Senate and the House of Representatives.
- To define and explain checks and balances (see Figure 2).
- To define the executive branch as the one that carries out the laws and is headed by the President.
- To explain the function of the Cabinet under the President.
- To mention that the President is the Commander-in-Chief of the Armed Forces.
- To note that the Secretary of Defense, a Cabinet member, assists the President in his duties as Commander-in-Chief.
- To note that the President is responsible for foreign affairs.
- To mention that the Secretary of State, a Cabinet member, works closely with the President on foreign affairs.
- To define the federal court system, headed by the Supreme Court, as the judicial branch of government.
- To explain that the judicial branch has three main duties: (1) to decide whether laws have been broken, (2) to interpret laws that are not clear, and (3) to decide upon the consitutionality of laws in question (see Figure 3).
- To explain that the President appoints the judges in the federal court system.
- To explain that the approval of the Senate on the President's choices of judges is a check under the system of separation of powers.
- To explain that Congress can increase the number of judges serving on the Supreme Court and can control their salaries, and that this is a check in the system.
- To explain the President's veto power as a check of the executive branch of government on the legislative branch under the separation of powers.

- To explain veto overrides as a check of the legislative branch on the executive branch.
- To describe how a law is enacted.

**Intended Audience** Adolescent and adult learners

**Completion Time** One hour (self-paced)

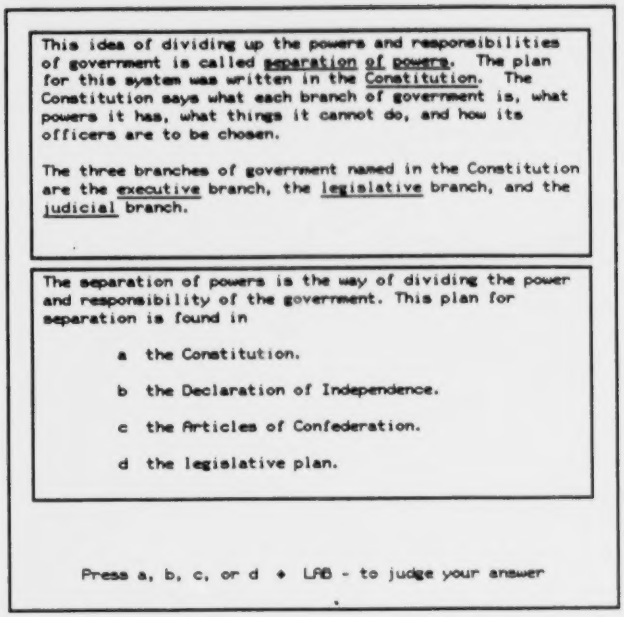
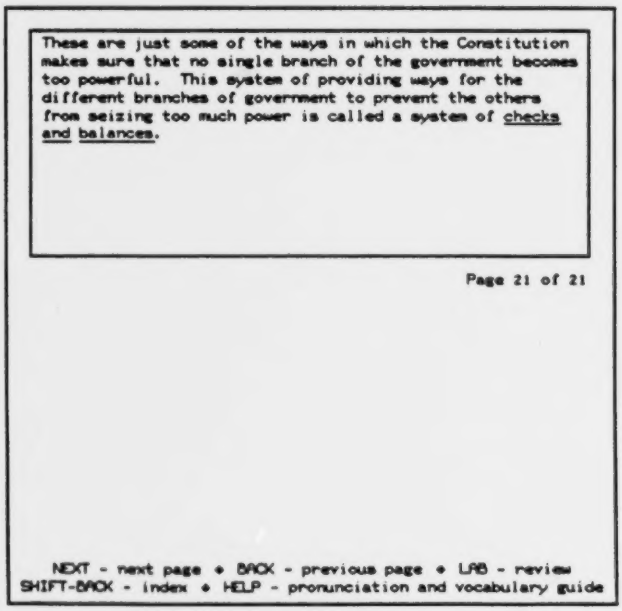

This idea of dividing up the powers and responsibilities of government is called separation of powers. The plan for this system was written in the Constitution. The Constitution says what each branch of government is, what powers it has, what things it cannot do, and how its officers are to be chosen.
The three branches of government named in the Constitution are the executive branch, the legislative branch, and the judicial branch.
The separation of powers is the way of dividing the power and responsibility of the government. This plan for separation is found in
a the Constitution.
b the Declaration of Independence.
c the Articles of Confederation.
d the legislative plan.
Press a, b, c, or d ♦ LAB - to judge your answer

**Figure 1**


These are just some of the ways in which the Constitution makes sure that no single branch of the government becomes too powerful. This system of providing ways for the different branches of government to prevent the others from seizing too much power is called a system of checks and balances.
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NEXT - next page ♦ BACK - previous page ♦ LAB - review
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**Figure 2**

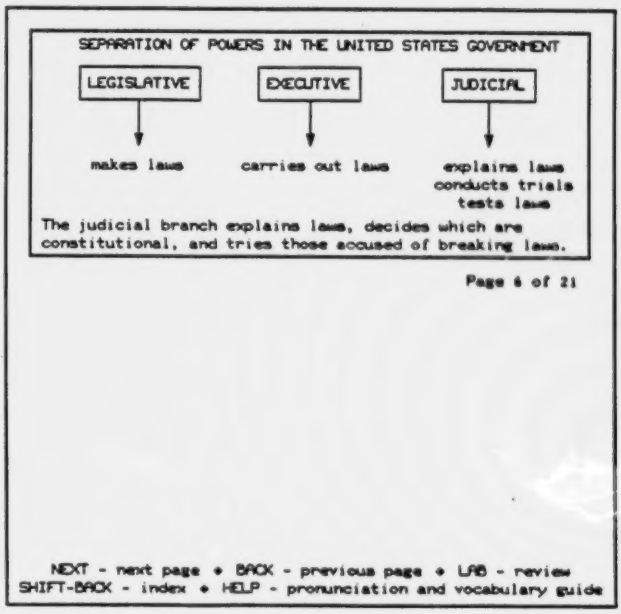
SEPARATION OF POWERS IN THE UNITED STATES GOVERNMENT
LEGISLATIVE
EXECUTIVE
JUDICIAL
makes laws
carries out laws
explains laws
conducts trials
tests laws
The judicial branch explains laws, decides which are constitutional, and tries those accused of breaking laws.
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**Figure 3**

**Lesson** **The Election Process**

**File** *gedss05*

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**Description** This 16-page reading passage describes the *election process* in the United States. It relates the historical reasons behind the creation of the Electoral College. It also describes the Electoral College system for electing the President and Vice-President, and delineates the pros and cons for maintaining this system.

The lesson gives examples of how the Electoral College system has worked in resolving tie votes and in protecting the voice of smaller states in national elections.

In the summary drill, students demonstrate that they have generalized correctly from the concepts presented in the lesson by completing a matching exercise on the operation of the Electoral College in a national election.

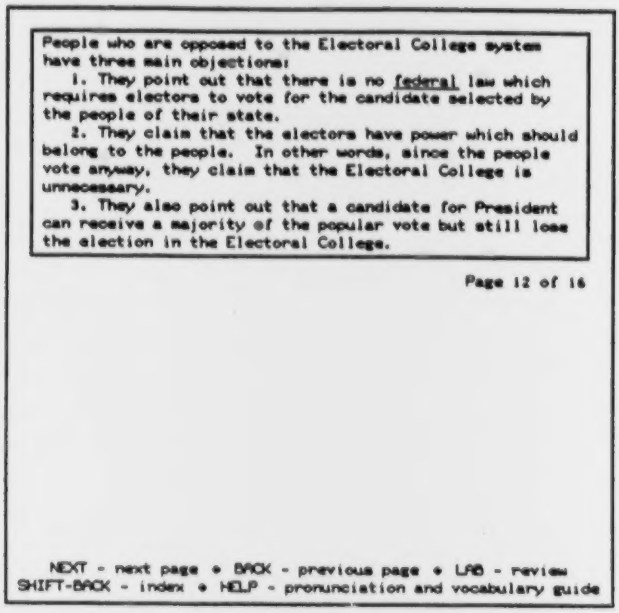
**Objectives**

- To explain that the President and Vice-President are not actually elected directly by the people of the United States.
- To explain that, at the time of the adoption of the Constitution, the leaders of the country felt that the ordinary citizens of the country did not have the knowledge available to them to make choices of national import, such as the selection of a President. Therefore, the Electoral College was created.
- To explain why we have our election system, and to state its pros and cons (see Figure 1).
- To explain how the votes of the Electoral College are counted.
- To explain the apportionment of the number of electors by state according to population figures.
- To explain that the Electoral College representatives are elected by the voters of each state (see Figures 2 and 3).

- To explain the conditions under which the House of Representatives chooses the President.
- To note that the President and Vice-President are elected jointly.

**Intended Audience** Adolescent and adult learners

**Completion Time** 45 minutes (self-paced)


People who are opposed to the Electoral College system have three main objections:
1. They point out that there is no federal law which requires electors to vote for the candidate selected by the people of their state.
2. They claim that the electors have power which should belong to the people. In other words, since the people vote anyway, they claim that the Electoral College is unnecessary.
3. They also point out that a candidate for President can receive a majority of the popular vote but still lose the election in the Electoral College.
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SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

**Figure 1**

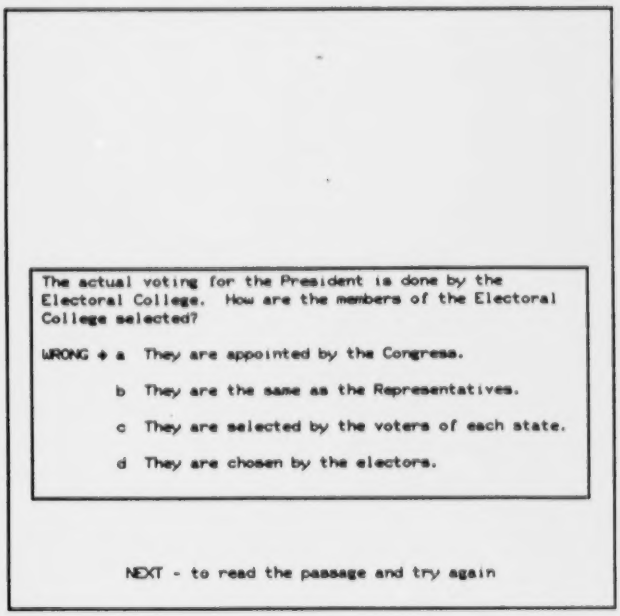
The actual voting for the President is done by the Electoral College. How are the members of the Electoral College selected?
WRONG ♦ a They are appointed by the Congress.
b They are the same as the Representatives.
c They are selected by the voters of each state.
d They are chosen by the electors.
NEXT - to read the passage and try again

**Figure 2**

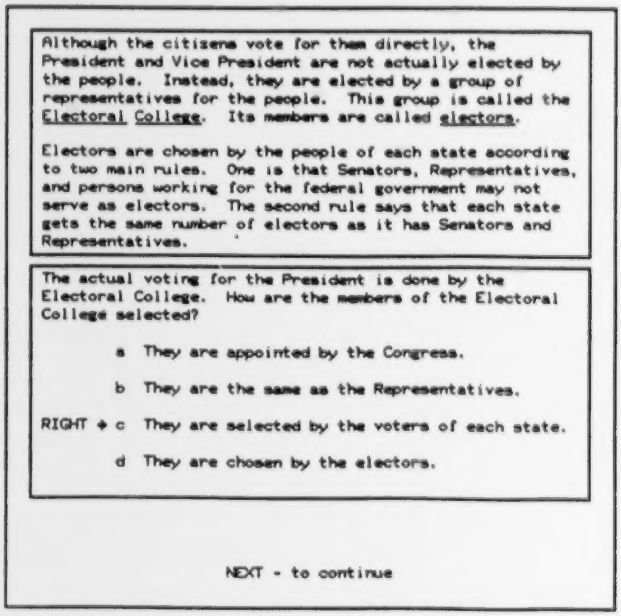
Although the citizens vote for them directly, the President and Vice President are not actually elected by the people. Instead, they are elected by a group of representatives for the people. This group is called the Electoral College. Its members are called electors.
Electors are chosen by the people of each state according to two main rules. One is that Senators, Representatives, and persons working for the federal government may not serve as electors. The second rule says that each state gets the same number of electors as it has Senators and Representatives.
The actual voting for the President is done by the Electoral College. How are the members of the Electoral College selected?
a They are appointed by the Congress.
b They are the same as the Representatives.
RIGHT ♦ c They are selected by the voters of each state.
d They are chosen by the electors.
NEXT - to continue

**Figure 3**





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## STRUCTURE OF THE U.S. CONSTITUTION LESSON

The Courseware & Curriculum Applications (CCA) Group designed the lesson, *United States Constitution, History of Government, and Declaration of Independence*, to help students pass the "constitution test" mandated by most high schools and state boards of education. The lesson is based on study guide materials that were prepared for schools in Illinois.

The lesson may be accessed in three files: *uscon* is the federal version covering only the U.S. Constitution and was designed for students in all states except Illinois and Arizona.

Illinois students may access *uscon1*. It is a duplicate of the *uscon* lesson but also covers the Illinois State Constitution and is entitled *United States and Illinois Constitutions: History and Government, Declaration of Independence, and United States Flag Code.*

Another state-specific version of the *uscon* lesson may be accessed through file *azcon1*. It includes a section on the Arizona Constitution. The lesson is entitled *United States and Arizona Constitutions, History and Government, and Declaration of Independence.* Bruce A. Cameron of University Communications, Inc. (West), Tucson, Arizona collaborated with the CCA Group to produce this lesson.

**Overview of U.S. Constitution Lesson**

This overview describes only the federal version of the lesson. The formats and feedback strategy are similar for the two additional sections added to each state-specific version of the lesson for Illinois and Arizona.

The lesson begins with four drill sections, each followed by a test, and ends with a mastery test covering all drill section tests. (See pages 31 and 32 for specifics of topics covered in each part of the lesson.) The drill sections may be studied in any order, but all drill section tests must be completed with at least 85% accuracy before entering the mastery test. Students can track their progress by referring to on-line charts (see Figure 1).

Students must wait at least overnight between completion of the drill and entry to the drill section test. Students can complete as many of the drills as they want in one day, or as many section tests as they are qualified for. If students do not achieve a score of 85% on a section test, they must take the drill again, successfully, before retaking the test.

After successfully completing all four of the section tests, students enter a fifth part, which is a composite mastery test. No wait is required between successful completion of section tests and the final test. A score of 85% or better must be achieved on this test for successful completion of the lesson.

**Feedback Strategies**

If students miss an item, that item is returned to the queue for more increasing interval practice. Students must get a missed item correct three times before receiving credit for it.

In the multiple-choice and matching vocabulary drills, the letters by which students identify the answers are randomly reassigned each time a definition appears on the screen. Students learn to match the actual words with their definitions instead of memorizing a letter associated with each definition.

A statement of percentage of questions completed appears at the bottom of each page. It lets students know how much of each section remains to be completed.

**Special Options for Instructors**

Instructors can monitor their students' progress by entering the lesson through their SYS 4 *c-catalog* option and pressing SHIFT-DATA from the title page (see Figure 2).

Instructors will see a chart of all students in their group who have the U.S. Constitution lesson assigned. Students' scores for each section are shown, with notations indicating which tests have not been attempted, which tests must be retaken, and which tests have been successfully completed. In the far right column is a visual representation of progress. The stars will build one point at a time as each student successfully completes one more section test. The star will fill in when all of the section tests are completed. A flag will appear when the comprehensive test has been successfully completed (see Figure 3).

| INDEX TO THE DRILLS & TESTS | Press a Letter to Take a DRILL | Press a Number to Take a TEST | Your TEST Score |
|---|---|---|---|
| Vocabulary #1: U.S. Constitution | a ✓ | | 100% |
| Declaration of Independence and the U.S. Constitution | b | | |
| Vocabulary #2: U.S. Constitution | c ✓ | 3 | |
| U.S. Constitution (continued) | d | | |
| Vocabulary #3: Illinois Constitution | e | | |
| Illinois Constitution and the U.S. Flag Code | f | | |
| Composite Mastery Test (covering everything) | | | |

NOTE: A shaded box means that you may NOT take this test. You must wait at least one day after you complete the corresponding drill.

Press BACK to leave.

**Figure 1**

| INDEX TO THE DRILLS & TESTS | Press a Letter to Take a DRILL | Press a Number to Take a TEST | Your TEST Score |
|---|---|---|---|
| Vocabulary #1: U.S. Constitution | a | | |
| Declaration of Independence and the U.S. Constitution | b | | |
| Vocabulary #2: U.S. Constitution | c | | |
| U.S. Constitution (continued) | d | | |
| Composite Mastery Test (covering everything) | | | |

NOTE: A shaded box means that you may NOT take this test. You must wait at least one day after you complete the corresponding drill.

Press BACK to leave; press DATA to see student data.

**Figure 2**

| Student's Name | Group | % Correct for Each Test 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
|---|---|---|---|---|---|---|---|---|---|
| | ccc/d | X | X | X | X | X | X | X | |
| | ccc/d | X | X | X | X | X | X | X | |
| | ccc/d | 100 | 95 | 96 | 97 | 92 | 97 | 100 | |
| | ccc/d | 100 | 95 | 100 | 97 | 100 | 97 | 100 | |
| | ccc/d | 95 | 90 | 92 | 0 | 0 | 0 | X | |
| | ccc/d | 80 | 83R | 96 | 92 | 92 | 90 | X | |
| | ccc/a | 85 | 90 | 100 | 97 | 100 | 93 | 91 | |
| | ccc/b | 0 | X | X | X | X | X | X | |
| | ccc/d | 85 | X | X | X | X | X | X | |
| | ccc/d | X | 0 | 0 | X | 0 | 0 | X | |
| | ccc/d | X | X | X | X | X | X | X | |
| | ccc/d | 65R | X | X | X | X | X | X | |
| | ccc/d | X | X | X | X | X | 0 | X | |
| | ccc/d | 100 | 80 | X | X | X | X | X | |
| | ccc/b | 100 | 95 | 96 | X | X | X | X | |
| | ccc/d | 100 | 90 | 96 | 95 | 96 | 0 | X | |
| | ccc/d | 100 | 95 | 92 | 97 | 80 | 93 | 91 | |
| | ccc/d | X | X | X | X | X | X | X | |
| ----End of List---- | | | | | | | | | |

Press NEXT for the index
Press BACK to start over

X indicates drill not done yet
R indicates drill not retaken yet

**Figure 3**

**Lesson** **United States Constitution, History and Government, and Declaration of Independence**

**File** *uscon*
*uscon1* (Illinois version)
*azcon1* (Arizona version)

**Authors** Martin A. Siegel
J. Michael Felty
Lindsay P. Reichmann
Joel D. Miller
Bruce A. Cameron (Arizona version)

**Author Affiliation** Courseware & Curriculum Applications (CCA) Group
Computer-based Education Research Laboratory
University of Illinois at Urbana-Champaign

University Communications, Inc. (West)
Tucson, Arizona

**Description** This five-part lesson provides instruction, review, and practice for the United States Constitution tests required of most high school students for graduation. This lesson is designed to be used as a supplement to classroom instruction. The material is based on a publication produced by the State Board of Education, Illinois Office of Education: *Study Guide: Constitution of the State of Illinois and United States.*

The first drill is multiple-choice (see Figure 1). It teaches 20 vocabulary words from the U.S. Constitution:

| | | |
|---|---|---|
| amendment | delegated powers | impeachment |
| apportionment | eminent domain | implied powers |
| bicameral | ex post facto | Judicial Branch |
| bills of attainder | Executive Branch | Legislative Branch |
| census | federal government | President pro tempore |
| compromise | federal system of government | reserved powers |
| concurrent powers | habeas corpus | |

The second part of the lesson reviews concepts from the Declaration of Independence and the U.S. Constitution. Students are asked to complete a sentence or to choose the correct answer from a multiple-choice format (see Figures 2 and 3).

The third part of the lesson consists of more multiple-choice drill (see Figure 4) on 24 vocabulary words from the U.S. Constitution:

| | | |
|---|---|---|
| appeal | extradition | poll tax |
| appellate court | filibuster | Presidential veto |
| appropriation bill | judicial review | republican |
| bail | lobbyists | self-incrimination |
| bill | majority | stare decisis |
| cabinet | Marbury v. Madison | suffrage |
| due process of law | original jurisdiction | treason |
| Electoral College | pocket veto | warrant |

In the fourth part of this lesson, students continue reviewing concepts from the U.S. Constitution. They are asked to complete a sentence or to choose the correct answer from a multiple-choice format (see Figures 5 and 6).

The fifth and final part of this lesson (for most students) is a multiple-choice mastery test that reviews all of the material in the lesson (see Figures 7 and 8). In order to take the comprehensive test, students must score 85% or better on each of the previous tests.

If students are in Illinois or Arizona, they see two additional drill and test sections before entering the final mastery test. The fifth section covers vocabulary from the state constitutions in a multiple-choice format. The sixth section covers concepts from the state constitutions in a combination of multiple-choice and sentence-completion drill. (Illinois students also see items on the U.S. Flag Code.) The seventh section is then the mastery test over both Federal and state constitutions.

**Objective** To help students prepare for the U.S. Constitution test required for high school graduation.

**Intended Audience** Adolescent and adult learners

**Completion Time** Two to three hours. There is a one-day wait between completion of drills and entry into tests.

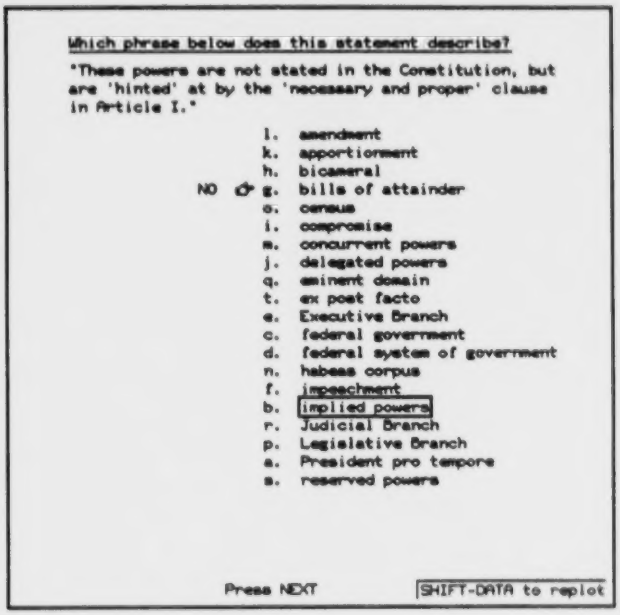



Figure 1

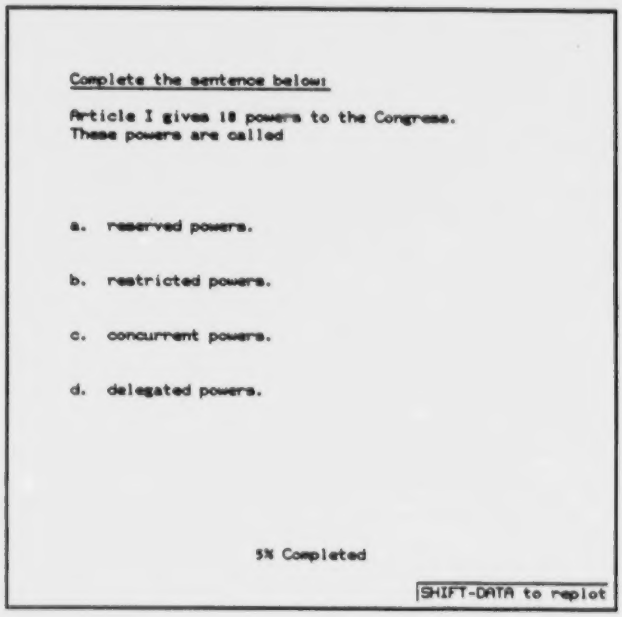



Figure 2

Complete the sentence below:
The 'great compromise' which the large and small states made involved the decision to have two houses of Congress.
a. stopping the slave trade.
b. the structure of the courts system.
c. the election of the President.
d.
Nice going.
Press NEXT
SHIFT-DATA to replot

Figure 3

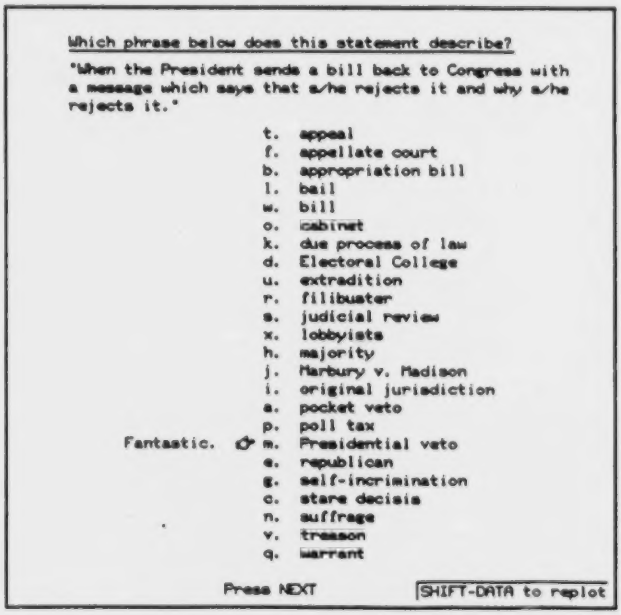



Figure 4

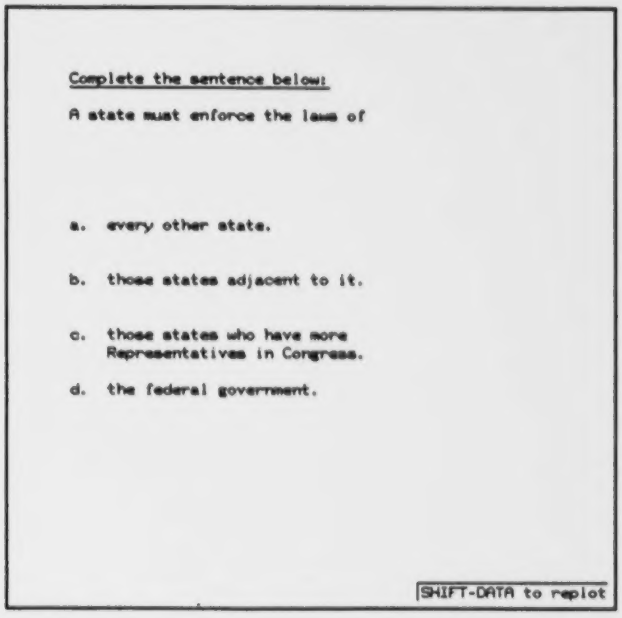

Complete the sentence below:
A state must enforce the laws of
a. every other state.
b. those states adjacent to it.
c. those states who have more Representatives in Congress.
d. the federal government.
SHIFT-DATA to replot

Figure 5

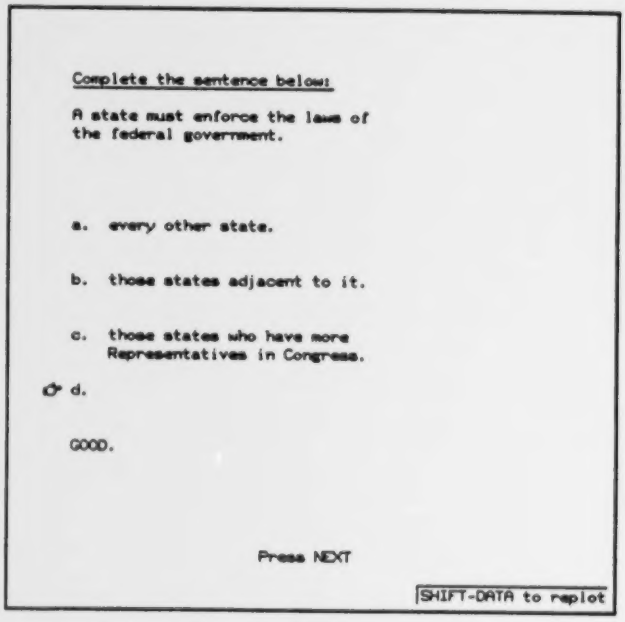

Complete the sentence below:
A state must enforce the laws of the federal government.
a. every other state.
b. those states adjacent to it.
c. those states who have more Representatives in Congress.
d.
GOOD.
Press NEXT
SHIFT-DATA to replot

Figure 6

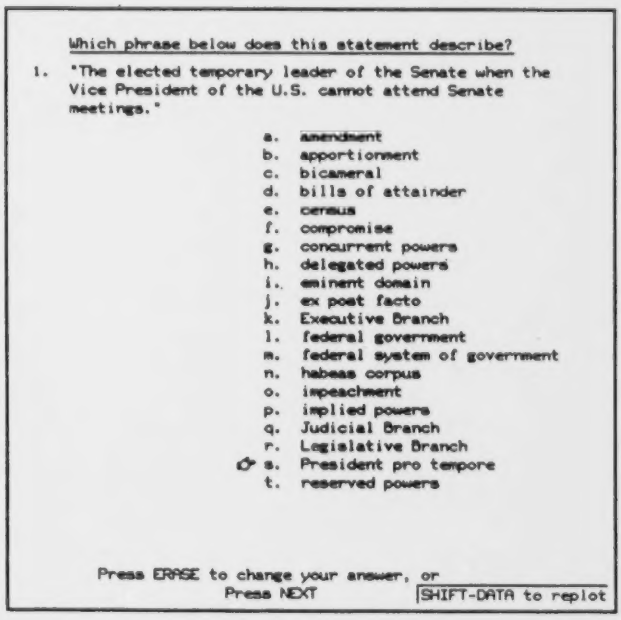



Figure 7

22. 1 2 3 4
Complete the sentence below:
Congress can punish an Executive Department official by
1. fining the official.
2. passing a bill of attainder.
3. passing an ex post facto law.
4. trying to impeach the official.
Press ERASE to change your answer, or
Press NEXT
SHIFT-DATA to replot

Figure 8

## OVERVIEW OF

## THE CCA UNITED STATES HISTORY CURRICULUM

The lessons in the first five units of the *CCA United States History Curriculum* were designed by the Courseware & Curriculum Applications (CCA) Group. The lessons begin with U.S. colonization and move through history to the Civil War and industrialization.

The lessons in the last ten units were designed and programmed by William Pech and Michael Berger, staff members at the Intensive English Institute, University of Illinois at Urbana-Champaign. Reading selections in these units cover some cultural and significant historical events.

Lesson titles include:

**CCA Lessons**

U.S. Colonization to Independence
U.S. Confederation to Constitutional Convention
The Writing of the U.S. Constitution
The Civil War
Industrialization and the Growth of Cities

**Intensive English Institute Lessons**

The False Portrayal of the North American Indian
Alexander Graham Bell—Inventor of the Telephone
The Growth of Higher Education in the United States
American Holidays
Higher Education in the United States
Dr. Martin Luther King, Jr.—Civil Rights Leader
National Parks
Transportation
Yellowstone National Park—A Wildlife Haven
Labor Unions

Each of the 15 lessons consists of a pretest and computer instruction. Because of the mastery-based nature of the lessons, no posttests are given.

The structure of the lessons in the first five units is described under *Structure of the CCA Lessons in This Series* on pages 1 through 11. The objectives covered in each of these units are described unit-by-unit on the pages following this overview.

The structure of Units 6 through 15 is described under *Structure of the Intensive English Institute Lessons* on pages 52 and 53. Objectives covered by each of the lessons in these units are described unit-by-unit beginning on page 54.

**Lesson** **U.S. Colonization to Independence**

**File** *gedss06*

**Authors** Martin A. Siegel
Lindsay P. Reichmann
Dennis Michael Davis
Elizabeth J. Shultz
Robert J. Stevens
Robert C. Dixon

**Author Affiliation** Courseware & Curriculum Applications (CCA) Group
Computer-based Education Research Laboratory
University of Illinois at Urbana-Champaign

**Description** This 17-page reading passage begins by defining *history* as the study of why decisions and developments occurred in the past. The focus is on where the first colonists were from, why they moved to America, and what caused them to revolt against English rule to gain independence. Figure 1 presents a timeline with major dates of historical events.

**Objectives**

- To explain colonialization in terms of early settlement of the United States by the British.
- To contrast the British presence with French and Spanish exploration and trade.
- To define colony and colonist.
- To give examples of why colonists came to America: for adventure, to make a better life, to escape religious persecution, and to avoid high land rents and high taxes.
- To know the names of the original 13 colonies, which eventually became the first 13 states (see Figure 2).
- To note that England and King George III controlled all 13 colonies by about 1765.
- To describe the unrest generated among the colonists because of the tight British rule without representation.
- To explain three reasons why the colonists wished to separate from England:

    1. England was too far away to rule the colonies well and fairly.
    2. The colonists wanted to control their own trade with other countries.
    3. The colonists objected to high taxes, such as the Stamp Act.

- To explain that the Revolutionary War, which began in 1775, was the colonists' way of fighting for independence.
- To note that George Washington was appointed Commander-in-Chief of the Revolutionary War.
- To give three examples of events that led to the war:
    1. Four thousand English troops were stationed in colonists' homes without payment to the homeowners.
    2. The Boston Massacre resulted in the deaths of several people at the hands of English troops (see Figure 3).
    3. When the British tried to force the colonists to buy tea from only one English source, the colonists threw tea overboard from a ship in the Boston harbor.
- To outline the contents of the Declaration of Independence, written in 1776 (see Figure 4).
- To explain that the Americans won the Battle of Yorktown, the final battle of the war.
- To list some of the reasons why the colonists were able to defeat a great power like England:
    1. The colonists used Indian tactics to fight.
    2. The French and Spanish supported the colonists.
    3. King George appointed poor generals to fight on the British side.
- To explain that the Treaty of Paris was signed in 1783. It granted independence to the colonies, set the new nations' boundaries, and struck an agreement for repaying war debts.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

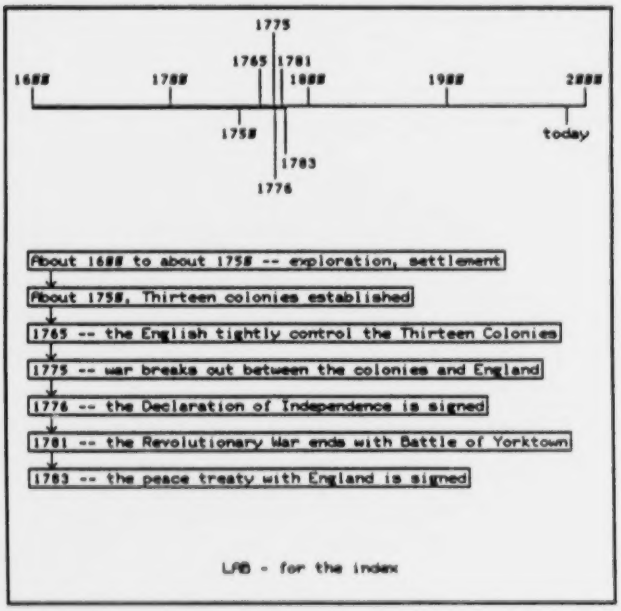

1775
1765 1781
16## 17## 18## 19## 2###
1758
today
1783
1776
About 16## to about 1758 -- exploration, settlement
About 1758, Thirteen colonies established
1765 -- the English tightly control the Thirteen Colonies
1775 -- war breaks out between the colonies and England
1776 -- the Declaration of Independence is signed
1781 -- the Revolutionary War ends with Battle of Yorktown
1783 -- the peace treaty with England is signed
LAB - for the index

Figure 1

By the middle of the 17##'s, the American settlements had become the Thirteen Colonies. These colonies eventually became our first thirteen states.
The Thirteen Colonies included:
Massachusetts
Connecticut
New York
Pennsylvania
Delaware
North Carolina
Georgia
Rhode Island
New Hampshire
New Jersey
Maryland
Virginia
South Carolina
Page 5 of 17
NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 2

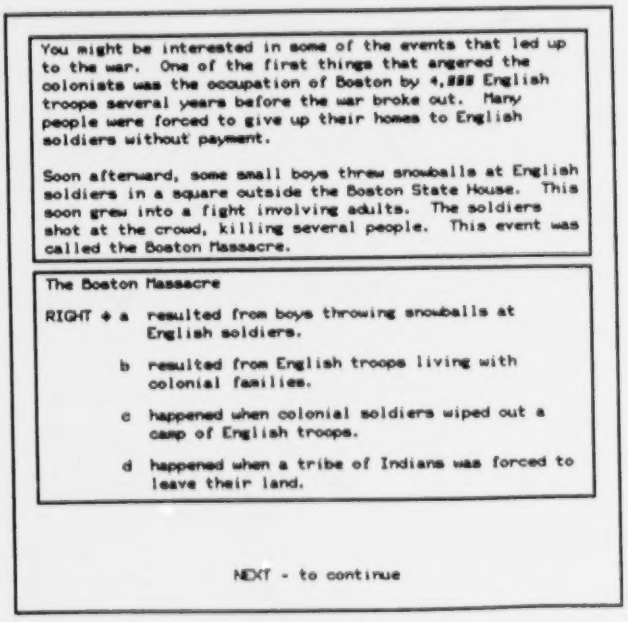
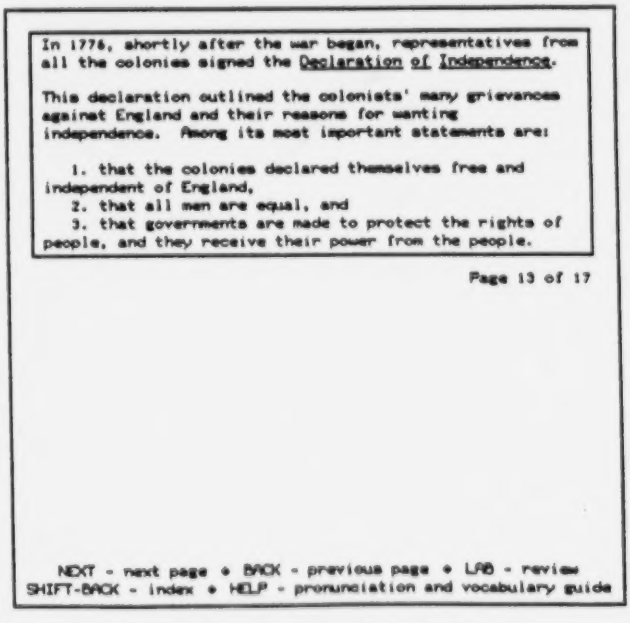

You might be interested in some of the events that led up to the war. One of the first things that angered the colonists was the occupation of Boston by 4,### English troops several years before the war broke out. Many people were forced to give up their homes to English soldiers without payment.
Soon afterward, some small boys threw snowballs at English soldiers in a square outside the Boston State House. This soon grew into a fight involving adults. The soldiers shot at the crowd, killing several people. This event was called the Boston Massacre.
The Boston Massacre
RIGHT ♦ a resulted from boys throwing snowballs at English soldiers.
b resulted from English troops living with colonial families.
c happened when colonial soldiers wiped out a camp of English troops.
d happened when a tribe of Indians was forced to leave their land.
NEXT - to continue

Figure 3


In 1776, shortly after the war began, representatives from all the colonies signed the Declaration of Independence.
This declaration outlined the colonists' many grievances against England and their reasons for wanting independence. Among its most important statements are:
1. that the colonies declared themselves free and independent of England,
2. that all men are equal, and
3. that governments are made to protect the rights of people, and they receive their power from the people.
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SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 4



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Lesson **U.S. Confederation to Constitutional Convention**

File *gedss07*

Authors Martin A. Siegel
Lindsay P. Reichmann
Dennis Michael Davis
Elizabeth J. Shultz
Robert J. Stevens
Robert C. Dixon

Author Affiliation Courseware & Curriculum Applications (CCA) Group
Computer-based Education Research Laboratory
University of Illinois at Urbana-Champaign

Description This 10-page reading passage begins with a review of some important dates and events from the 1600s and 1700s. It also describes how the *Articles of Confederation* evolved into the *Constitution* that is the basis for our government.

A map at the end of the summary drill presents a timeline with the major dates from both the previous lesson and this one. The map also notes the weaknesses of the Articles of Confederation (see Figure 1).

Objectives
- To explain that the Articles of Confederation was the first framework for the colonists' government after they gained their independence from England.
- To note that after the Revolutionary War ended, there was no strong government to unite the states under one set of laws and under one central authority.
- To explain that the First Continental Congress was convened in 1774 by the colonists, so that they could make a list of their rights as Englishmen.
- To explain that the Second Continental Congress, convened from 1775 to 1781, was the first government of our country, and it provided for four actions:
    1. It organized an army under George Washington.
    2. It declared independence from England.
    3. The members wrote the Articles of Confederation.
    4. It served as an informal government until all of the states could agree to follow the Articles.
- To explain that the Articles of Confederation created Congress to do five specific things and barred the Congress from two other things (see Figure 2).
- To note some of the weaknesses of the Articles of Confederation (see Figures 3 and 4).

- To explain that there was resistance among the colonists to giving up states' power to a central government, but that the resistance was finally overcome.
- To explain that a meeting was held in 1787 to revise the Articles of Confederation and to make them stronger. The result was the Constitution.
- To note that the meeting at which the Constitution was written was called the *Constitutional Convention.*

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

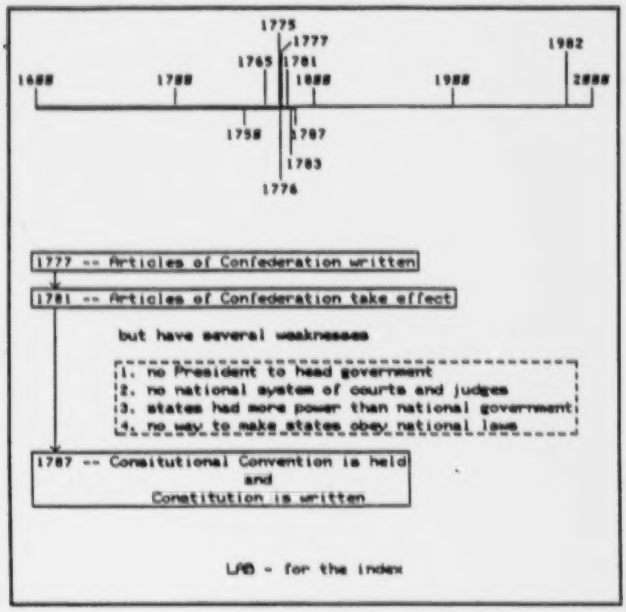


Figure 1

The Articles of Confederation set up a Congress that had the power to do the following things:
1. declare war
2. make treaties or agreements with other nations
3. make laws
4. issue currency (in other words, to print money)
5. settle disagreements between states.
The Congress established by the Articles did not have the power to:
1. collect taxes
2. control trade between the states.
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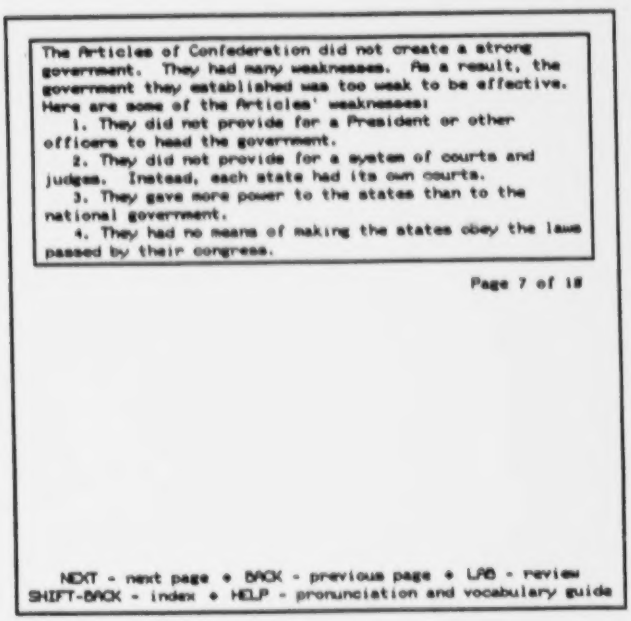
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 2


The Articles of Confederation did not create a strong government. They had many weaknesses. As a result, the government they established was too weak to be effective. Here are some of the Articles' weaknesses:
1. They did not provide for a President or other officers to head the government.
2. They did not provide for a system of courts and judges. Instead, each state had its own courts.
3. They gave more power to the states than to the national government.
4. They had no means of making the states obey the laws passed by their congress.
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SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 3

The government of the Articles of Confederation was too weak to be effective. Which of the following was NOT one of the weaknesses of the government?
a There was no way to make laws for the government.
WRONG ♦ b There was no way to make the states obey the laws of the government.
c There was no court system for the government.
d There was no President or head of the government.
Here's some extra information: A Congress was set up that had the power to do such things as declare war, make treaties, make laws, and issue currency.
NEXT - to read the passage and try again

Figure 4



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**Lesson** **The Writing of the U.S. Constitution**

**File** *gedss08*

**Authors** Martin A. Siegel
Lindsay P. Reichmann
Dennis Michael Davis
Elizabeth J. Shultz
Robert J. Stevens
Robert C. Dixon

**Author Affiliation** Courseware & Curriculum Applications (CCA) Group
Computer-based Education Research Laboratory
University of Illinois at Urbana-Champaign

**Description** This 18-page reading passage describes the purpose of the Constitution in uniting the first 13 states and gives examples of compromises and concessions that were made for its successful adoption. The ideas of separation of powers and a system of checks and balances in the three branches of government are discussed as ways to keep each branch from becoming too powerful. The lesson also defines *expressed*, *implied*, and *reserved* powers as ways in which the Constitution limits the power of the federal government.

This lesson explains the purpose of the Bill of Rights as a protection of individual rights and freedoms, and explains how the Constitution was changed to include these first 10 amendments.

A flow chart at the end of the summary drill presents a graphic representation of the way in which the Constitution provides for representation, taxation, elections, operations, additions, and limitations of the government and the Constitution (see Figure 1).

**Objectives**

- To define compromise and give examples of compromises made at the time that the Constitution was written.
- To outline the compromise by which the House of Representatives and the Senate were created (see Figure 2).
- To outline the compromise by which taxation issues were decided according to state population with tax laws originating in the House of Representatives.
- To outline the compromise on slavery and representation in the House of Representatives based on counting three fifths of the number of slaves in the Southern states.
- To define concession and give an example of concessions that were made at the time that the Constitution was written.
- To define a bicameral legislature as one that has two houses.

- To explain that the Constitutional Convention established the Electoral College to elect the President and Vice-President of the United States.
- To explain that the Constitution states how the government should operate within a system of checks and balances, through the principle of Separation of Powers.
- To note that the Constitution both limits the power of the federal government (reserved powers) in some instances, and that it limits the power of the states (expressed and implied powers) in other instances.
- To list some of the expressed powers belonging to the federal government (see Figure 3).
- To list some of the implied powers of the federal government.
- To list some of the reserved powers that belong to the states.
- To define amendment as a change or addition to the Constitution.
- To teach that the Bill of Rights, protecting individual rights and freedoms (see Figure 4), was added to the Constitution as the first 10 amendments.
- To note that there have only been 26 amendments added to our Constitution since it was adopted.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

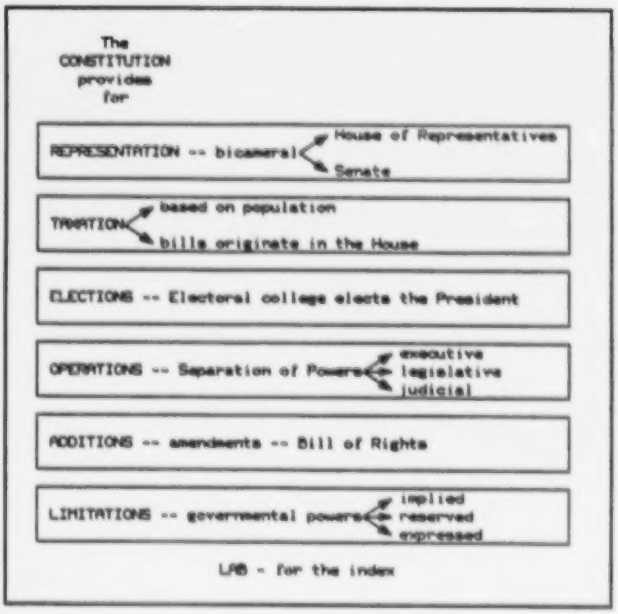


Figure 1

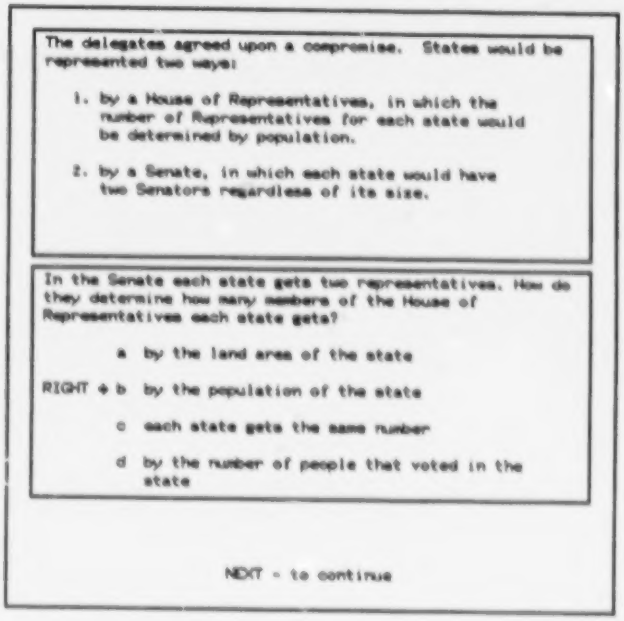
The delegates agreed upon a compromise. States would be represented two ways:
1. by a House of Representatives, in which the number of Representatives for each state would be determined by population.
2. by a Senate, in which each state would have two Senators regardless of its size.
In the Senate each state gets two representatives. How do they determine how many members of the House of Representatives each state gets?
a by the land area of the state
RIGHT ➔ b by the population of the state
c each state gets the same number
d by the number of people that voted in the state
NEXT - to continue

Figure 2

Expressed powers are those which the Constitution clearly says belong to the federal government. Some of the expressed powers given to the federal government by the Constitution are the power to tax, to coin money, and to raise an army.
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SHIFT-BACK - index ◆ HELP - pronunciation and vocabulary guide

Figure 3

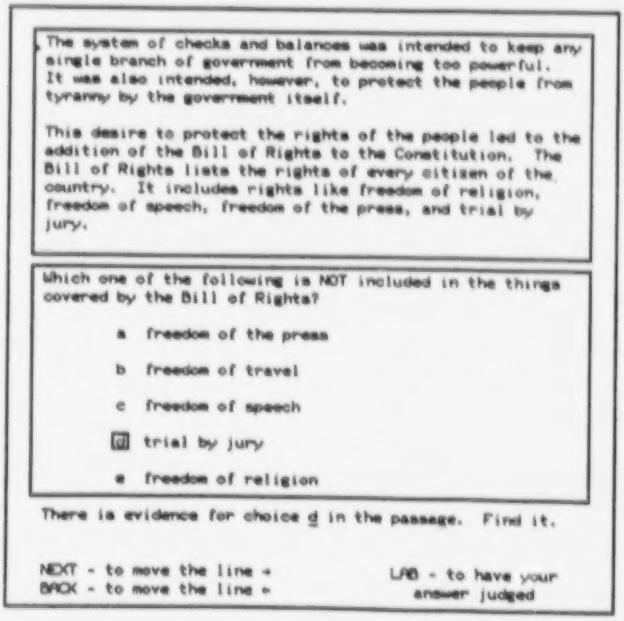
The system of checks and balances was intended to keep any single branch of government from becoming too powerful. It was also intended, however, to protect the people from tyranny by the government itself.
This desire to protect the rights of the people led to the addition of the Bill of Rights to the Constitution. The Bill of Rights lists the rights of every citizen of the country. It includes rights like freedom of religion, freedom of speech, freedom of the press, and trial by jury.
Which one of the following is NOT included in the things covered by the Bill of Rights?
a freedom of the press
b freedom of travel
c freedom of speech
d trial by jury
e freedom of religion
There is evidence for choice d in the passage. Find it.
NEXT - to move the line ➔
BACK - to move the line ➔
LAB - to have your answer judged

Figure 4



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**Lesson** **The Civil War**

**File** *gedss09*

**Authors** Martin A. Siegel
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**Author Affiliation** Courseware & Curriculum Applications (CCA) Group
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**Description** This 14-page reading passage describes some of the causes and outcomes of the Civil War in terms of economic, political, and social conflict between the North and the South. It emphasizes that the issues that were settled had the effect of changing and strengthening the federal system of government by further limiting the powers of the states and by extending the powers of the central government.

A flow chart at the end of the summary drill presents a graphic representation of the way in which political, social, and economic conflicts contributed to the start of the Civil War (see Figure 1).

**Objectives**

- To define the economic conflict of interest that arose between the northern, industrial states and the southern, agricultural states (see Figure 2).
- To explain that the Southern states tried to nullify laws that hurt them economically.
- To describe the feared outcome of a weakened federal union if the Southern states' wish for sovereign state government was granted over the Northern states' wish for a strong federal government.
- To explain that the South decided to secede (withdraw) from the union.
- To explain that the question of slavery was an important issue in the Civil War (see Figure 3).
- To note that in 1860 and 1861 eleven Southern states seceded from the United States and formed a separate nation called *The Confederacy*.
- To explain that the Civil War began in April 1861, with the firing by the Confederates on Fort Sumter in South Carolina.
- To note that the war lasted much longer than people originally thought it would with the South winning most of the early battles.

- To explain that the South gradually lost more battles in the last two years of the war because of the breakdown of transportation and financial systems and because of weakened leadership.
- To note that, in 1865, the capital of the Confederacy (Richmond, Virginia) fell to the Union army; General Lee surrendered to General Grant; and the war ended.
- To explain two major outcomes of the Civil War (see Figure 4).

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

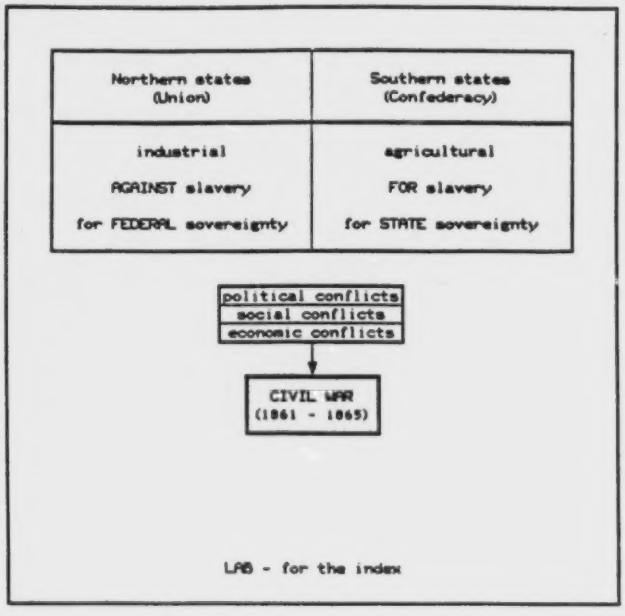
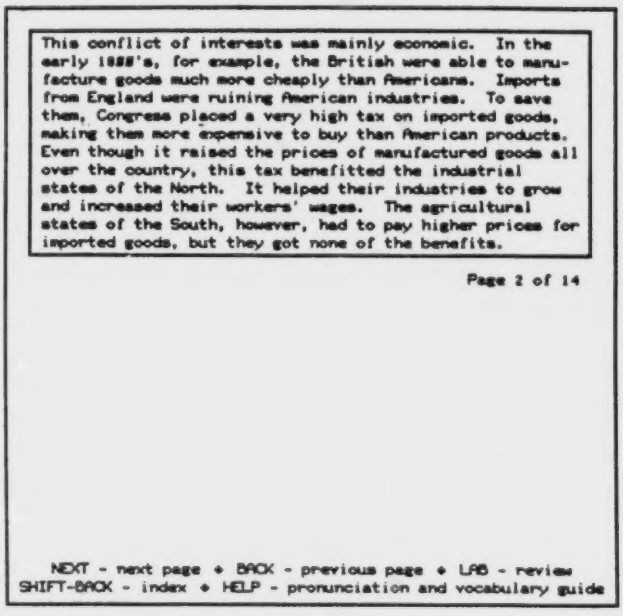



Figure 1


This conflict of interests was mainly economic. In the early 1800's, for example, the British were able to manufacture goods much more cheaply than Americans. Imports from England were ruining American industries. To save them, Congress placed a very high tax on imported goods, making them more expensive to buy than American products. Even though it raised the prices of manufactured goods all over the country, this tax benefitted the industrial states of the North. It helped their industries to grow and increased their workers' wages. The agricultural states of the South, however, had to pay higher prices for imported goods, but they got none of the benefits.
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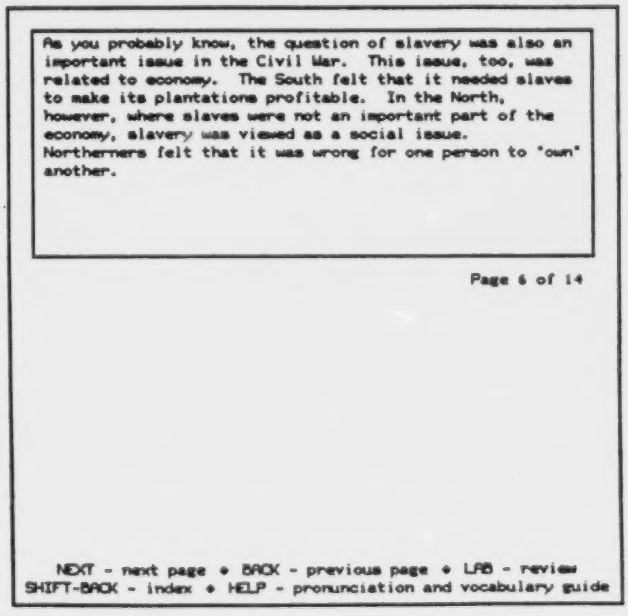
NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 2


As you probably know, the question of slavery was also an important issue in the Civil War. This issue, too, was related to economy. The South felt that it needed slaves to make its plantations profitable. In the North, however, where slaves were not an important part of the economy, slavery was viewed as a social issue. Northerners felt that it was wrong for one person to "own" another.
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NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 3

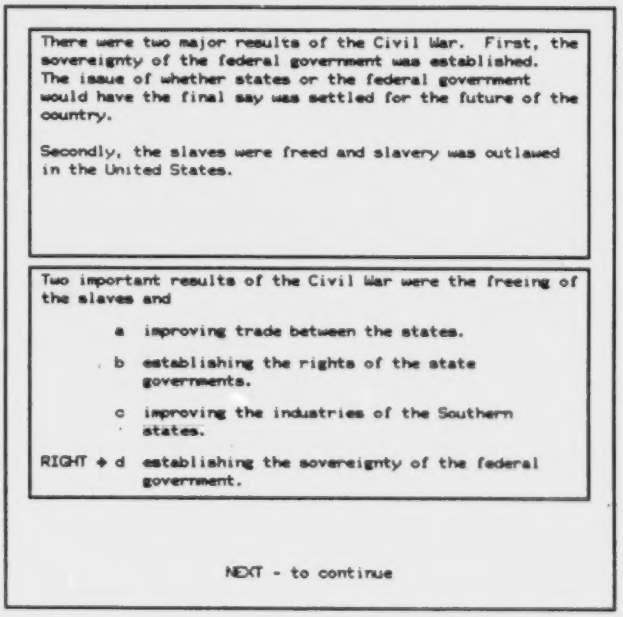
There were two major results of the Civil War. First, the sovereignty of the federal government was established. The issue of whether states or the federal government would have the final say was settled for the future of the country.
Secondly, the slaves were freed and slavery was outlawed in the United States.
Two important results of the Civil War were the freeing of the slaves and
a improving trade between the states.
b establishing the rights of the state governments.
c improving the industries of the Southern states.
RIGHT ♦ d establishing the sovereignty of the federal government.
NEXT - to continue

Figure 4

Lesson **Industrialization and the Growth of Cities**

File *gedss10*

Authors Martin A. Siegel
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Author Affiliation Courseware & Curriculum Applications (CCA) Group
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Description This 14-page reading passage traces some of the changes caused by the Industrial Revolution in the second half of the 1800s in the United States. It explains how improved technology led to rural-to-urban migration as farming grew more efficient and urban centers attracted workers through factory jobs. This shift caused the rapid growth of poorly planned cities and changed the focus of American family life from home-based economic activity to outside work for individual family members.

Objectives

- To define the context for the Industrial Revolution in the United States in the latter half of the 1800s.
- To explain that the emergence of new ways to use power caused the growth of cities, a massive movement of people from rural to urban areas, and changes in family life in America.
- To define technology as the development of new ways to make practical uses of power.
- To explain that the Industrial Revolution made it very difficult for home-based craftsmen to make a living (see Figure 1) when big factories were built in cities.
- To explain that farming technologies improved to the point where many farmers were out of work and needed to move to cities for jobs.
- To explain why some cities grew and others did not (see Figure 2.)
- To note that crowded housing conditions, poor sanitation, and the noise and dirt from factories were problems resulting from rapid urbanization.
- To explain how zoning laws were passed to stop factory owners from building in sections of cities where people lived.
- To explain that family structure was affected as more family members began to work outside the home (see Figure 3).

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

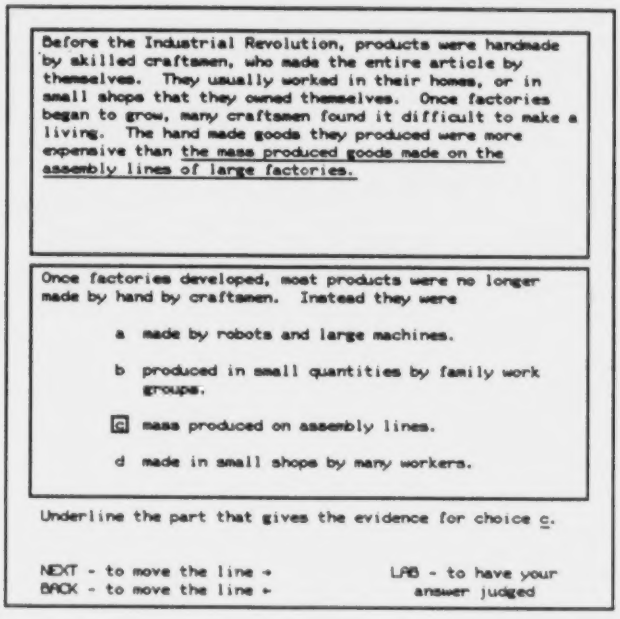
Before the Industrial Revolution, products were handmade by skilled craftsmen, who made the entire article by themselves. They usually worked in their homes, or in small shops that they owned themselves. Once factories began to grow, many craftsmen found it difficult to make a living. The hand made goods they produced were more expensive than the mass produced goods made on the assembly lines of large factories.
Once factories developed, most products were no longer made by hand by craftsmen. Instead they were
a made by robots and large machines.
b produced in small quantities by family work groups.
c mass produced on assembly lines.
d made in small shops by many workers.
Underline the part that gives the evidence for choice c.
NEXT - to move the line →
BACK - to move the line ←
LAB - to have your answer judged

**Figure 1**

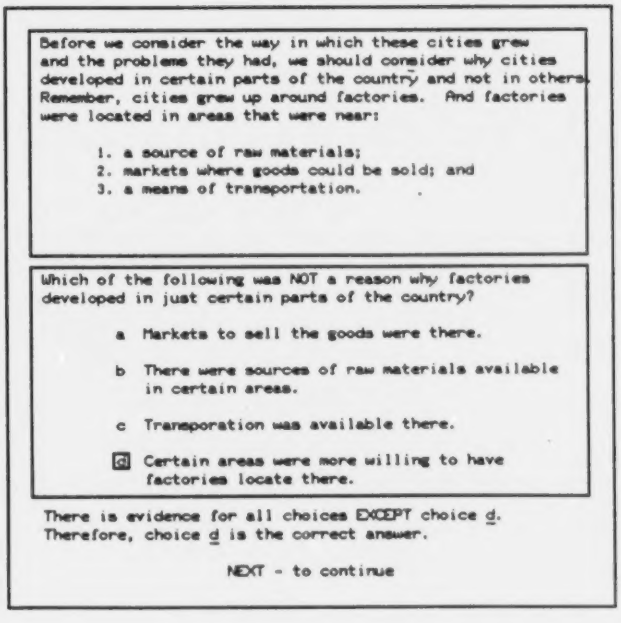
Before we consider the way in which these cities grew and the problems they had, we should consider why cities developed in certain parts of the country and not in others. Remember, cities grew up around factories. And factories were located in areas that were near:
1. a source of raw materials;
2. markets where goods could be sold; and
3. a means of transportation.
Which of the following was NOT a reason why factories developed in just certain parts of the country?
a Markets to sell the goods were there.
b There were sources of raw materials available in certain areas.
c Transporation was available there.
d Certain areas were more willing to have factories locate there.
There is evidence for all choices EXCEPT choice d. Therefore, choice d is the correct answer.
NEXT - to continue

**Figure 2**

Before the Industrial Revolution people usually worked at home. Quite often, the whole family joined in the work. Under this system, families spent a great deal of time together in the home, which was the center of economic activity.
In those days, plans were usually made around the family as a whole, rather than around the schedules of each separate member of the family. Since the Industrial Revolution, however, families are often not as closely knit, because work takes family members out of the home.
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**Figure 3**



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## STRUCTURE OF THE INTENSIVE ENGLISH INSTITUTE LESSONS

The lessons in Units 6 through 15 were written by William Pech and Michael Berger at the Intensive English Institute, University of Illinois at Urbana-Champaign. As described below, they follow a different format and interaction style from the CCA lessons.

These lessons present passages of information, a few sentences at a time. Students read the material without feedback (see Figure 1). Then, they see the same material again and answer multiple-choice and true/false questions to test their reading comprehension (see Figures 2 and 3).

Students are given paraphrasing exercises (see Figure 4) to check comprehension before a final vocabulary drill (see Figure 5).

A lexicon is available online for the more difficult words in the text (see Figure 6).

**Note: Students must complete each of these lessons in one sitting, so it is advisable that they be told to begin one of these lessons at the start of their session.**

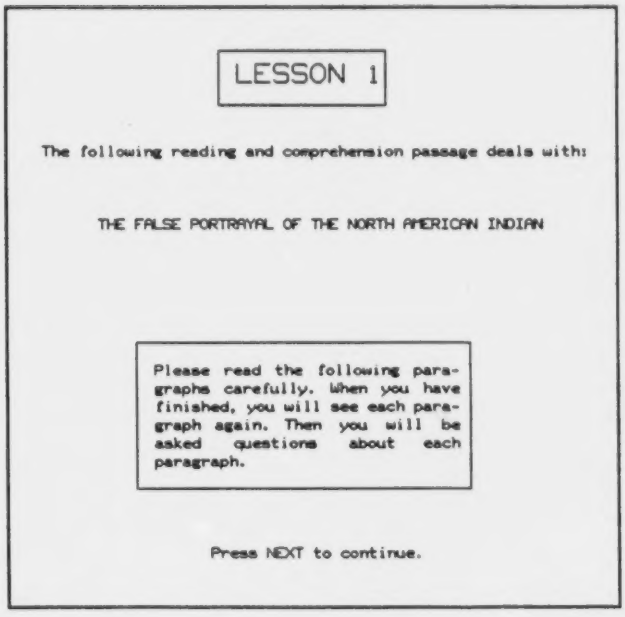
LESSON 1
The following reading and comprehension passage deals with:
THE FALSE PORTRAYAL OF THE NORTH AMERICAN INDIAN
Please read the following paragraphs carefully. When you have finished, you will see each paragraph again. Then you will be asked questions about each paragraph.
Press NEXT to continue.

Figure 1

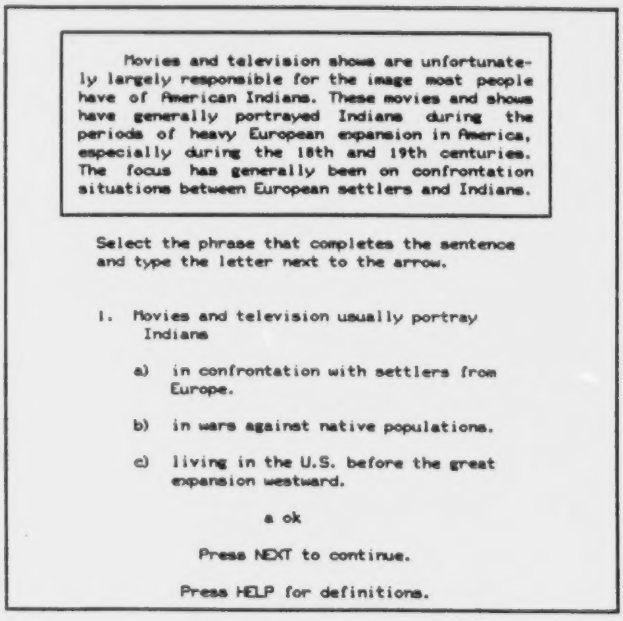
Movies and television shows are unfortunately largely responsible for the image most people have of American Indians. These movies and shows have generally portrayed Indians during the periods of heavy European expansion in America, especially during the 18th and 19th centuries. The focus has generally been on confrontation situations between European settlers and Indians.
Select the phrase that completes the sentence and type the letter next to the arrow.
1. Movies and television usually portray Indians
a) in confrontation with settlers from Europe.
b) in wars against native populations.
c) living in the U.S. before the great expansion westward.
a ok
Press NEXT to continue.
Press HELP for definitions.

Figure 2

Most cultural historians would disagree with such a negative characterization, since Indian attacks against settlers were mainly in defense of their native lands which were being taken over by the European settlers. Difficulty with the English language was, of course, true at first since English was a new language to Indians, but their own languages show the same complexity as most European languages.
According to the paragraph:
type t if the statement is true;
type f if the statement is false.
1) Historians generally feel that the typical portrayal of Indians is realistic.
f ok
Press NEXT to continue.
TERM-talk: siegel/pcp HELP for definitiend of talk

Figure 3

Most cultural historians believe that Indians were not usually aggressive and warlike in nature, but instead they were defensive of their lands.
Difficulty with the English language was, of course, true at first since English was a new language to the Indians, but their own languages show the same complexity as most European languages.
A) Indians did indeed have problems with the English language, but this was due to the fact that English was a new and foreign language to them, not to the notion that their own languages were less complex.
B) The difficulty which Indians had with English was due, in large part, to the fact that their own Indian languages were not as complex as most European languages.
b no That's not correct. Press NEXT.

Figure 4

Choose the correct form of the word and type it next to the arrow. Then press NEXT.
imagine
image
imaginations
Movies and television shows are unfortunately largely responsible for the _____ people have of American Indians.
> imaginations
That's not correct.
Press NEXT to continue.

Figure 5

Most cultural historians would disagree with such a negative characterization, since Indian attacks against settlers were mainly in defense of their native lands which were being taken over by the European settlers. Difficulty with the English language was, of course, true at first since English was a new language to Indians, but their own languages show the same complexity as most European languages.
Press NEXT to continue.
Type the word that you want defined, then press NEXT.
>

Figure 6





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**Lesson** **The False Portrayal of the North American Indian**

**File** *resl1*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This reading lesson on U.S. history discusses the negative image of Native Americans that has been portrayed by television and movies (see Figure 1).

This lesson includes a map (see Figure 2) of major Indian reservations in the southwestern part of the United States.

The vocabulary drill for this lesson tests these words:

| | | |
|---|---|---|
| characterization | complex | confronted |
| characterized | complicated | confrontation |
| character | complications | |
| demonstrate | elaborated | expanded |
| demonstration | elaboration | expansion |
| | elaborate | |
| focal | imagine | populated |
| focus | image | populations |
| focused | imaginations | |
| portrayal | reserved | responsibility |
| portrayed | reservations | responsible |
| portrait | | |
| settled | situated | |
| settlers | situations | |
| settlement | | |

**Objectives**

- To teach students that the image portrayed of American Indians by TV and the movies is largely inaccurate and often negative.
- To introduce another way of looking at and appreciating Native American cultures.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words that have to do with American history.
- To acquaint students with some of the positive aspects of Native American culture.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

Movies and television shows are unfortunately largely responsible for the image most people have of American Indians. These movies and shows have generally portrayed Indians during the periods of heavy European expansion in America, especially during the 18th and 19th centuries. The focus has generally been on confrontation situations between European settlers and Indians.
Press NEXT to continue.
Press HELP for definitions.

Figure 1

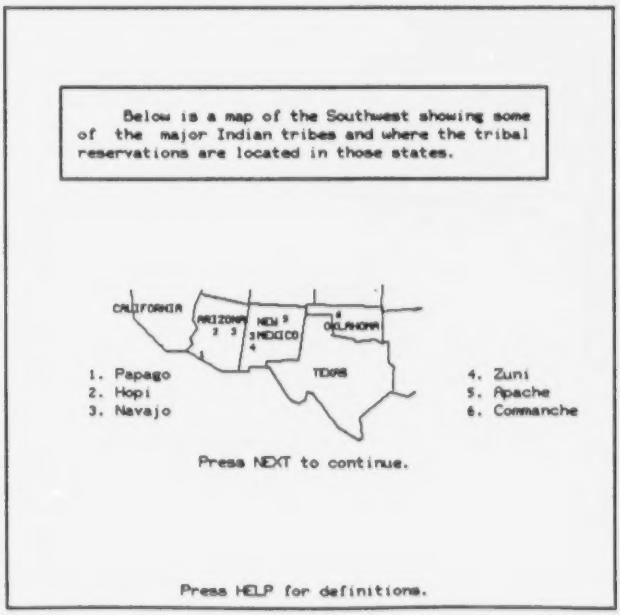


Figure 2

**Lesson** **Alexander Graham Bell--Inventor of the Telephone**

**File** *resl2*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This reading lesson in U.S. history tells the story of Alexander Graham Bell (see Figure 1) and of his experiments with speech and sound (see Figure 2).

The vocabulary drill for this lesson tests these words:

| | | |
|---|---|---|
| inventor | science | varied |
| invented | scientist | various |
| inventions | scientific | variety |
| mechanics | introduced | number |
| mechanism | introduction | numerous |
| assisted | origin | voice |
| assistant | originate | vocal |
| assistance | originally | vocalize |
| exhausting | founded | device |
| exhaustion | foundation | devising |
| attaching | equipped | transmission |
| attachment | equipment | transmitting |
| concept | combining | communicate |
| conceived | combination | communications |
| conceptually | | |
| exposed | contributed | |
| exposure | contributory | |
| exposition | contributions | |

**Objectives**

- To teach some of the important and better known facts about Bell's life and experiments.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words that have to do with American history.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

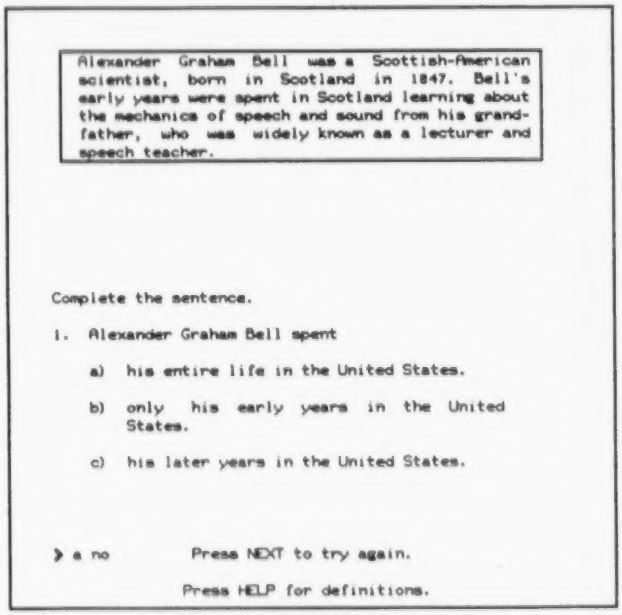
Alexander Graham Bell was a Scottish-American scientist, born in Scotland in 1847. Bell's early years were spent in Scotland learning about the mechanics of speech and sound from his grandfather, who was widely known as a lecturer and speech teacher.
Complete the sentence.
1. Alexander Graham Bell spent
a) his entire life in the United States.
b) only his early years in the United States.
c) his later years in the United States.
> a no
Press NEXT to try again.
Press HELP for definitions.

Figure 1

One of Bell's experiments consisted of obtaining a human ear from a medical school and devising a machine to trace vocal patterns on smoked glass. This was done by attaching a straw to the eardrum. Thus, the same vocal patterns that affected the eardrum showed on the smoked glass.
Press NEXT to continue.
Press HELP for definitions.

Figure 2

**Lesson** **The Growth of Higher Education in the United States**

**File** *resl3*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This lesson deals with the growth of higher education in the United States, beginning with the establishment of Harvard College in 1636 to train young men in religious subjects (see Figure 1). In the 1700s, the focus of instruction in public universities was on the sciences. In the 1800s, some universities specialized in education for Catholics, women, blacks, and people interested in high technology.

The Morrill Act in 1862 established land-grant agricultural colleges that offered courses of study in vocational and industrial education as well as liberal arts curricula.

After the Civil War, graduate schools were opened in the United States. In the 1900s, students gained more say in what courses were offered, and universities permitted more emphasis on creativity and self-expression. In the 1950s, junior colleges were created to meet the needs of students who wished to study beyond the high school level without attending a four-year college.

The vocabulary drill (see Figure 2) for this lesson tests these words:

| | | |
|---|---|---|
| create | special | individual |
| creation | specialist | individuals |
| creative | specializing | individualize |
| creativity | specialization | individualization |
| | | |
| accelerate | allowed | decided |
| accelerated | allowance | decisive |
| acceleration | allowable | decision |
| | | |
| developing | emphasis | innovated |
| development | emphatic | innovative |
| developmental | emphasized | innovations |
| | | |
| organized | response | prescribed |
| organizations | responded | prescriptive |
| organizational | responsive | prescription |

**Objectives**

- To chart the growth of higher education in the United States.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words that have to do with American history.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

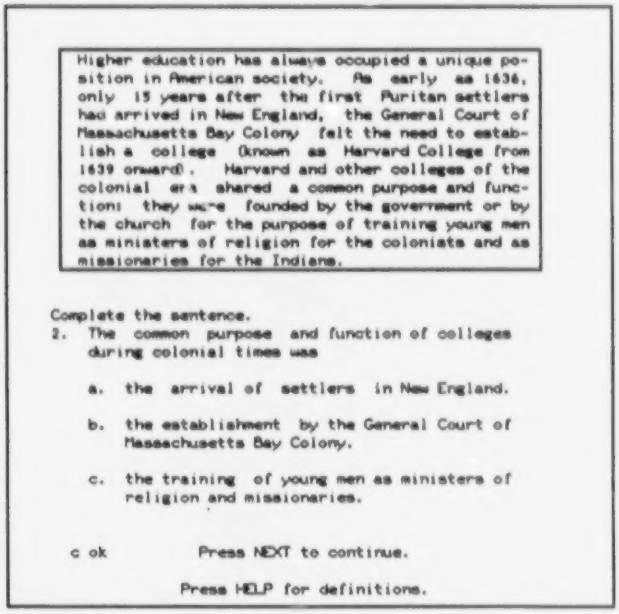
Higher education has always occupied a unique position in American society. As early as 1636, only 15 years after the first Puritan settlers had arrived in New England, the General Court of Massachusetts Bay Colony felt the need to establish a college (known as Harvard College from 1639 onward). Harvard and other colleges of the colonial era shared a common purpose and function: they were founded by the government or by the church for the purpose of training young men as ministers of religion for the colonists and as missionaries for the Indians.
Complete the sentence.
2. The common purpose and function of colleges during colonial times was
a. the arrival of settlers in New England.
b. the establishment by the General Court of Massachusetts Bay Colony.
c. the training of young men as ministers of religion and missionaries.
c ok
Press NEXT to continue.
Press HELP for definitions.

Figure 1

accelerate
accelerated
acceleration
The trend towards state-supported institutions was _____ by the Morril Act of 1862, under which any state was given 30,000 acres of federal land for the establishment of an agricultural college.
> acceleration
That is not correct. Press NEXT to try again.

Figure 2

**Lesson** **American Holidays**

**File** *resl4*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This lesson on American holidays states that holidays in many countries are mainly religious in nature, but that in the United States, many are secular in nature (see Figure 1). The lesson names and describes eight national holidays that are not religious:

Washington's Birthday
Memorial Day
Independence Day
Labor Day
Thanksgiving
Lincoln's Birthday
Mother's Day
Father's Day

Other holidays, such as Flag Day and Halloween, are mentioned briefly.

The vocabulary drill (see Figure 2) for this lesson tests these words:

| | | |
|---|---|---|
| accept | except | recognized |
| accepted | exception | recognition |
| acceptance | exceptional | recognizable |
| adopt | festive | refers |
| adopted | festivity | reference |
| adoption | festivals | |
| authority | form | respect |
| authorize | formal | respected |
| authorizations | formally | respectable |
| custom | observe | starve |
| customary | observant | starved |
| | observance | starvation |
| declare | origins | tradition |
| declarative | original | traditional |
| declaration | originate | traditionally |

**Objectives**

- To acquaint students with some of the major, nonreligious American holidays.
- To explain when and why certain holidays began to be observed.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

The etymology of the word "holiday" refers us back to the sphere of religion. In many countries, holidays are still observed as religious festivals, or have their origin in the religion of the country. This is not so in the United States. American holidays, with the exceptions of Christmas and Easter, are for the most part secular in nature.
Press NEXT to continue.
Press HELP for definitions.

Figure 1

accept
accepted
acceptance
Most Americans now _____ Memorial Day as a symbol of reconciliation between the Northern and Southern States.
> acept
That is not correct. Press NEXT to try again.

Figure 2

**Lesson** **Higher Education in the United States**

**File** *resl5*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This lesson emphasizes that the diversity among colleges and universities in the United States reflects the diversity of American culture (see Figure 1). Schools differ in size, courses offered, function (teaching vs. research), costs to the students, and academic quality.

Colleges and universities have some features in common. In general, the first two years of a four-year program give students general knowledge through basic courses. The last two years concentrate on major and minor areas. Graduate school extends that training (see Figure 2).

The vocabulary drill for this lesson tests these words:

| | | |
|---|---|---|
| concentrate | move | satisfy |
| concentrated | moving | satisfactory |
| concentration | movement | satisfactorily |
| deep | reflects | significant |
| depth | reflective | significance |
| deeply | reflection | significantly |
| function | relates | varies |
| functional | relative | various |
| | relationship | variety |
| instructors | requires | |
| instruction | required | |
| instructional | requirement | |

**Objectives**

- To convey a feeling for the diversity in U.S. colleges, junior colleges, and universities.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

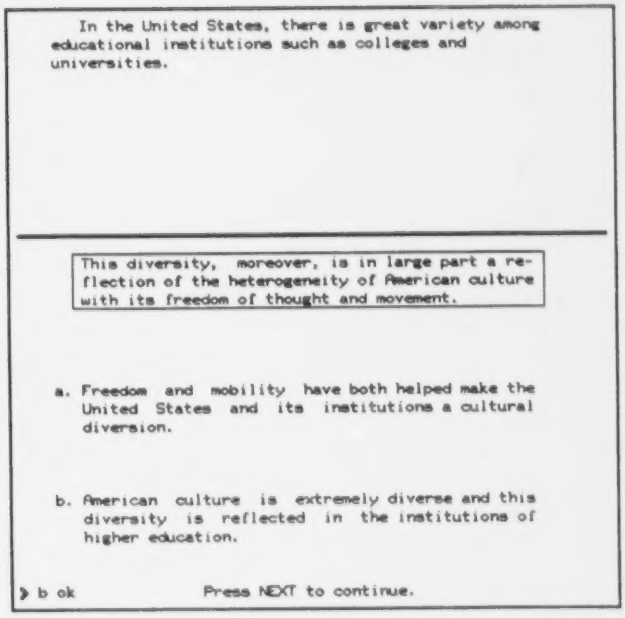
In the United States, there is great variety among educational institutions such as colleges and universities.
This diversity, moreover, is in large part a reflection of the heterogeneity of American culture with its freedom of thought and movement.
a. Freedom and mobility have both helped make the United States and its institutions a cultural diversion.
b. American culture is extremely diverse and this diversity is reflected in the institutions of higher education.
> b ok
Press NEXT to continue.

Figure 1

Among institutions of higher education, there are also differences of function. Some colleges concentrate on undergraduate teaching, while other universities stress the importance of research and graduate teaching. The advent and spread of the so-called junior or community colleges, which offer the first two years of college work, have freed universities and other four year institutions to expand their research and graduate programs.
Press NEXT to continue.
Press HELP for definitions.

Figure 2

**Lesson** **Dr. Martin Luther King, Jr.--Civil Rights Leader**

**File** *resl6*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This lesson is a short biography of Dr. Martin Luther King, Jr., civil rights leader of the 1950s and 1960s (see Figure 1). It gives details of his first boycott in Montgomery, Alabama in 1956, of many marches and antisegregation activities that led to his being awarded the Nobel Peace Prize in 1964, and of his tragic death in 1968.

Dr. King's firm belief that segregation led to inequality, coupled with his feeling that blacks themselves must take a stand for equal rights under the law, changed laws in the United States in favor of equality for all people, regardless of race. His birthday on January 15 was declared a national holiday to honor his life's work.

The vocabulary drill (see Figure 2) for this lesson tests these words:

| | | |
|---|---|---|
| appoint | demonstrate | legislate |
| appointed | demonstrative | legislation |
| appointment | demonstration | legislative |
| | | legislature |
| commemorate | equal | liberate |
| commemoration | equality | liberated |
| commemorative | equalize | liberation |
| critical | ideals | organize |
| criticism | ideology | organized |
| criticized | idealized | organization |
| dedicate | kill | segregate |
| dedicated | killed | segregative |
| dedication | killer | segregation |
| | killing | |

**Objectives**

- To teach some of the highlights of the life of Dr. Martin Luther King, Jr., civil rights leader of the 1950s and '60s.
- To recognize some of the changes in laws that have come about in an effort to eliminate racial segregation and inequality from the United States.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

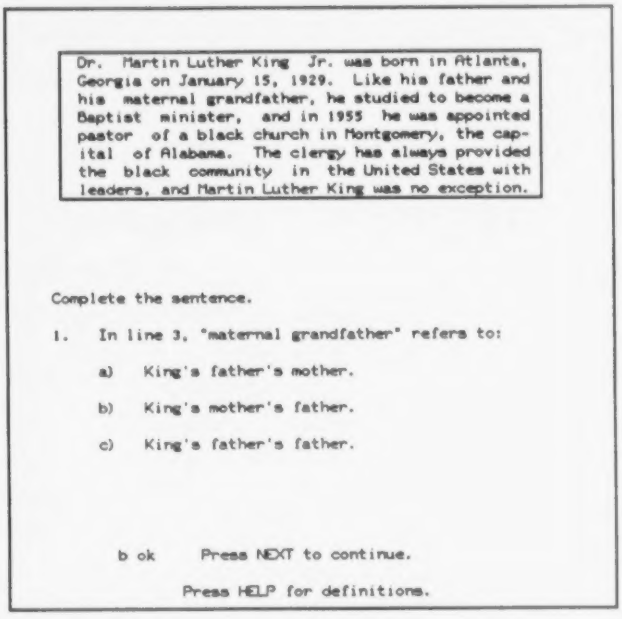
Dr. Martin Luther King Jr. was born in Atlanta, Georgia on January 15, 1929. Like his father and his maternal grandfather, he studied to become a Baptist minister, and in 1955 he was appointed pastor of a black church in Montgomery, the capital of Alabama. The clergy has always provided the black community in the United States with leaders, and Martin Luther King was no exception.
Complete the sentence.
1. In line 3, "maternal grandfather" refers to:
a) King's father's mother.
b) King's mother's father.
c) King's father's father.
b ok Press NEXT to continue.
Press HELP for definitions.

Figure 1

appoint
appointed
appointment
Like his father and his grandfather, King studied to become a minister, and in 1955 he was _____ pastor of a black church in Montgomery, Alabama.
appointed ok
Press NEXT to continue.

Figure 2

**Lesson** **National Parks**

**File** *resl7*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This lesson on national parks describes the range in scenery and location of the 31 parks currently in the National Park Service. From glaciers in Alaska, to underwater coral gardens in the Virgin Islands, to volcanoes in Hawaii, to forests in Maine, national parks preserve and protect the beauty and pristine nature of our land (see Figures 1 and 2). They also provide areas for recreation and enjoyment for visitors.

Most of the parks are located in the Western part of the United States, because those lands were still owned by the federal government when people conceived of the idea of having national parks. In 1864, Yosemite Valley became the first protected area. Yellowstone was second in 1872.

In addition to national parks, national monuments were established under the National Park Service as a way of preserving archaeological sites and fossilized remains. The homes of the ancient cliff dwellers in the Southwest are an example of a protected national monument.

This lesson also provides a map that helps students locate 14 different National Parks in our country (see Figures 3 and 4).

The vocabulary drill for this lesson tests these words:

| | | |
|---|---|---|
| acquired | active | administration |
| acquisition | activate | administrative |
| | activities | administers |
| concept | demands | disrupt |
| conceived | demanded | disruptive |
| conceptually | demanding | disruption |
| dwelled | history | local |
| dwellers | historic | locale |
| dwellings | historical | located |
| | | location |
| origin | remains | science |
| original | remainder | scientists |
| originated | remaining | scientific |

**Objectives**

- To describe the goals of preservation and recreation in the National Park Service.
- To describe why national monuments are protected under the National Park Service.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

There are at present thirty-one national parks in the United States in which natural areas of outstanding scenic beauty are protected from human intervention. These natural areas range from the glaciers of Mt. McKinley National Park in Alaska, which comprises more than 3,000 square miles, to the underwater coral gardens of the Virgin Islands National Park in the Caribbean, which occupies an area of only 23 square miles, and from Hawaii's volcanic Haleakala National Park in the Pacific to Maine's Acadia National Park on the rugged coast of the Atlantic.

Press NEXT to continue.

Press HELP for definitions.

**Figure 1**

People are not allowed to disturb plants and animals in the thirty-one national parks in the United States.

---

These natural areas range from the glaciers of Mt. McKinley National Park in Alaska to the underwater coral gardens of the Virgin Islands National Park in the Carribbean, and from Hawaii's volcanic Haleakala National Park in the Pacific to Maine's Acadia National Park on the rugged coast of the Atlantic.

a. The size, location, and character of the national parks vary greatly.

b. National parks are located only in Alaska and in the coastal areas of the United States.

> b no Press NEXT to try again.

**Figure 2**

Type the number of a national park, then press NEXT.
Press SHIFT-NEXT when you are ready to go on.
>

**Figure 3**

Type the number of a national park, then press NEXT.
Press SHIFT-NEXT when you are ready to go on.
1 Yellowstone National Park (Wyoming-Montana)
Press NEXT.

**Figure 4**



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**Lesson** **Transportation**

**File** *resl8*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This lesson on transportation examines changes caused by the railroad system which began in the 1830s, the effect of the increasingly popular automobile which was introduced in the 1890s, and the changes caused by the appearance of the first airplane in 1903 (see Figure 1). The lesson looks at the Wright brothers' first flight, the uses of the airplane for military purposes in World War I, and Charles Lindbergh's first transatlantic flight in 1927. The airplane has proven to be a most important means of transportation.

The government has also built roads and highways to facilitate transportation. The National System of Interstate and Defense Highways was funded in 1956 and has resulted in the establishment of over 41,000 miles of interstate roads (see Figure 2). Today, there really is no place in the United States that is not accessible by some means of transportation.

The vocabulary drill for this lesson tests these words:

| | | |
|---|---|---|
| appear | construct | governed |
| apparent | constructive | government |
| appearance | construction | governmental |
| improve | industries | limit |
| improved | industrial | limited |
| improvement | industrious | limitations |
| | industrialize | |
| popular | relate | stimulus |
| popularity | relative | stimulant |
| popularized | relatively | stimulated |
| | | stimulation |
| systems | success | |
| systematic | succeeded | |
| systematically | successful | |

**Objectives**

- To explain the evolution of the transportation system in the United States, including rail, automotive, and air travel.
- To explain why the vast interstate highway system is important to the United States.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

Railroads were the first major development in transportation in the United States, with the first railway systems existing in the eastern part of the country in the 1830's. Since railroads were cheaper and more convenient than wagons and river boats, the development of the western railroad lines in the 1850's contributed greatly to the speedy development and settlement of the west coast. However, by the 1890's, the railroad had reached its peak in popularity, and new forms of transportation were emerging: gasoline powered automobiles were beginning to appear, and in 1903 the first airplane flight was made.
Press NEXT to continue.
Press HELP for definitions.

**Figure 1**

Below is a map illustrating the National System of Interstate and Defense Highways.
Press NEXT to continue.
Press HELP for definitions.

**Figure 2**

**Lesson** **Yellowstone National Park--A Wildlife Haven**

**File** *resl9*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This lesson tells of the discovery of the astounding lakes, canyons, forests, mountains, geysers, and boiling springs discovered in the Wyoming Territory over one hundred years ago (see Figure 1). When reputable explorers confirmed the tales that others had brought back about the West, the government established Yellowstone National Park in 1872, and protected it as a national treasure. Wildlife became recognized as a valuable resource (see Figure 2). The hunting and killing of birds and other animals was prohibited in 1894, so the mammal, bird, and fish species of Yellowstone remain as varied as they were in the 1800s.

This lesson includes a map (see Figure 3) that helps students understand that herds of wild animals find refuge within Yellowstone National Park.

The vocabulary drill (see Figure 4) for this lesson tests these words:

| | | |
|---|---|---|
| appreciate | ecology | protect |
| appreciative | ecological | protected |
| appreciation | ecologically | protection |
| astounded | explored | recognize |
| astounding | explorers | recognized |
| | exploration | recognition |
| boiled | habitat | rejection |
| boiling | habitation | rejected |
| | inhabit | |
| confirm | hunt | skepticism |
| confirmed | hunters | skeptic |
| confirmation | hunting | skeptical |
| destroyed | preserve | |
| destructive | preservation | |
| destruction | | |

**Objectives**

- To give a brief history of the discovery and preservation of Yellowstone National Park.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

More than a century ago, explorers returning from the wilderness of the Wyoming Territory (in the northwestern part of the present day U.S.) astounded the American people with stories about a land of lakes, forests, mountains, and canyons where giant geysers spouted, springs boiled, and wildlife abounded. Coming from mountain men and trappers, these stories were usually received with a great deal of skepticism. But in 1870, an expedition of distinguished citizens led by General Henry Washburn (a military leader) returned from this area and confirmed its marvelous character.
Complete the sentence.
1. Explorers first visited the Wyoming territory:
a) less than one hundred years ago.
b) exactly one hundred years ago.
c) more than one hundred years ago.
c ok
Press NEXT to continue.
Press HELP for definitions.

Figure 1

In 1872, Yellowstone was established as a national park with animals as one of its major resources.
But apparently the idea of preserving wildlife was slow in taking hold.
a. The preservation of wildlife was, apparently, a slow idea, but people liked it.
b. People, in general, did not immediately respond to the idea of preserving wildlife.
> a no
Press NEXT to try again.

Figure 2

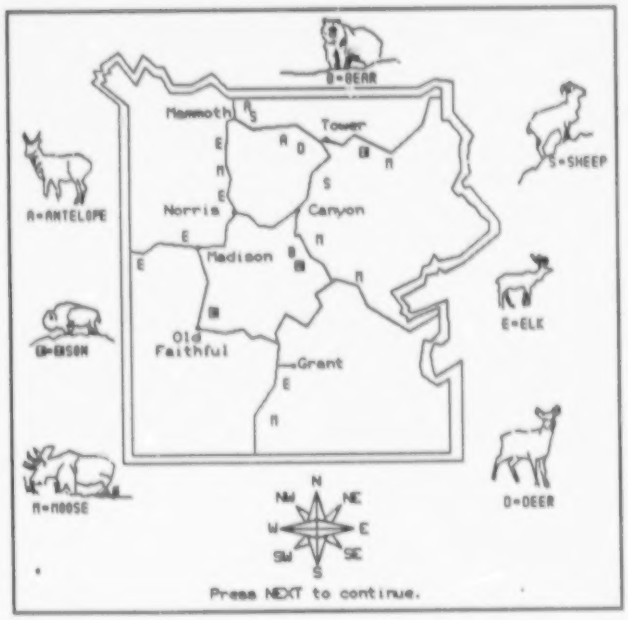


Figure 3

appreciate
appreciative
appreciation
Today, a wider _____ of the value of wild animals has led to a better understanding of wildlife in Yellowstone.
>

Figure 4

**Lesson** **Labor Unions**

**File** *resl10*

**Authors** William Pech
Michael Berger

**Author Affiliation** Intensive English Institute
University of Illinois at Urbana-Champaign

**Description** This lesson teaches that the need for labor unions arose in the United States in the late 1700s and the 1800s, when so many men, women, and children were willing to work in factories for long hours at very low pay (see Figure 1). The introduction of machinery to automate many operations, along with the flow of immigrants willing to work for almost nothing (see Figure 2), caused Americans to re-evaluate and protect the rights of workers. The first union was the National Labor Union established in Baltimore. The establishment of other unions quickly followed.

This lesson contains drills on the following connecting words (see Figures 3 and 4):

| | | |
|---|---|---|
| for example | in addition to | although |
| consequently | moveover | more specifically |
| accordingly | as a result | since |
| in order to | in short | due to the fact |
| similarly | furthermore | |

**Objectives**

- To trace the need for labor unions in the United States.
- To teach students to recognize paraphrases of passages they read.
- To introduce and drill upon new vocabulary words.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

The rise of labor unions in the United States can be directly attributed to the working conditions that were prevalent in factories and shops in the late 1700's and 1800's. More specifically, during these early years, the working force in the U.S. consisted of millions of men, women, and children, most of whom worked extremely long hours for very little pay.
Press NEXT to continue.
Press HELP for definitions.

Figure 1

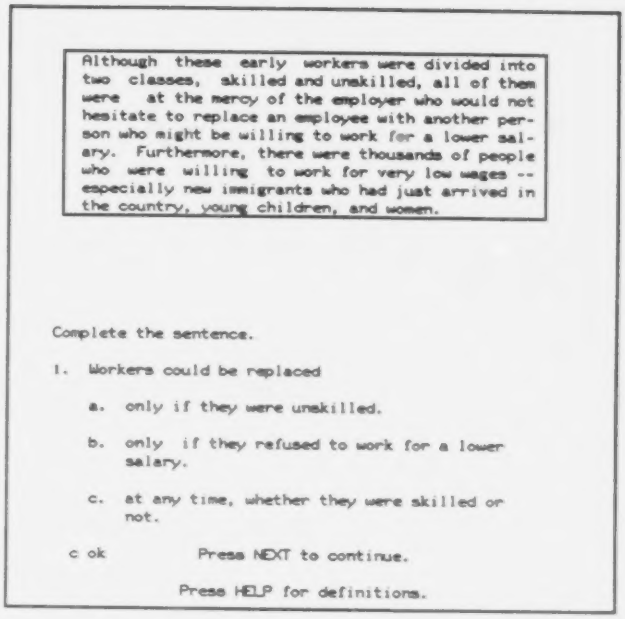
Although these early workers were divided into two classes, skilled and unskilled, all of them were at the mercy of the employer who would not hesitate to replace an employee with another person who might be willing to work for a lower salary. Furthermore, there were thousands of people who were willing to work for very low wages -- especially new immigrants who had just arrived in the country, young children, and women.
Complete the sentence.
1. Workers could be replaced
a. only if they were unskilled.
b. only if they refused to work for a lower salary.
c. at any time, whether they were skilled or not.
c ok
Press NEXT to continue.
Press HELP for definitions.

Figure 2

Look at the following words. These words are called connectors. We use these words to create relationships within and between sentences. Type one of the connectors in the box and PLATO will give you its meaning and an example.
in addition to
consequently
for example
although
as a result
in order to
moreover
more specifically
accordingly
furthermore
since
in short
similarly
due to the fact
> as a result
meaning: shows a result
example: The new immigrants had to support themselves and, as a result, were forced to accept any sort of job.
Press NEXT to continue
or SHIFT-NEXT for the exercise on connectors.

Figure 3

a. Consequently
b. More specifically
c. Furthermore
The creation of labor unions was directly related to working conditions in factories and shops in the late 1700's and 1800's. _____, the majority of people worked long hours for little pay.
b ok
That is right. Press NEXT to go on.

Figure 4



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## OVERVIEW OF

## THE CCA INTRODUCTORY ECONOMICS CURRICULUM

The *CCA Introductory Economics Curriculum*, designed and programmed by the Courseware & Curriculum Applications (CCA) Group, introduces students to some basic economic concepts.

The curriculum consists of five lessons in five units:

Production and Consumption
Taxes
Free Enterprise and Government Regulation
Free Trade and Tariffs

The structure of these units is described under *Structure of the CCA Lessons in This Series* on pages 1 through 11. The objectives covered by each of the lessons are described unit-by-unit on the pages following this overview.

Each lesson unit is composed of a pretest and computer instruction. Lessons use a study skills approach with comprehension questions interspersed throughout the passages. An on-line lexicon is available for students to check difficult or key words. Review drills develop and reinforce cognitive skills. Because of the mastery-based nature of the lessons, no posttests are given.

Lesson **Basic Economic Systems**

File *gedss11*

Authors Martin A. Siegel
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Author Affiliation Courseware & Curriculum Applications (CCA) Group
Computer-based Education Research Laboratory
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Description This 22-page reading passage explains basic economic terms such as *division of labor*, *barter*, *production*, *consumption*, *subsistence*, *markets* (see Figure 1), *goods*, *services*, *exports*, *imports*, *profit*, and *capital*.

It also describes some of the natural barriers to trade in Europe (see Figures 2, 3, and 4) and explains how the Phoenicians became one of the first great trading societies of the Mediterranean area (see Figure 5).

A flow chart at the end of the summary drill presents a graphic representation of how production, distribution, and consumption are related to subsistence and trading economics (see Figure 6).

Objectives

- To define economics as a science concerned with production, consumption, and distribution of goods.
- To define production as the process of making things.
- To define consumption as the process of using things.
- To define division of labor as specialization of occupations.
- To explain barter as a system of trading surplus goods for needed items.
- To define economy as a system of production and consumption.
- To define a trading economy as one that produces enough extra goods to trade with other communities.
- To define a subsistence economy as one that produces only enough goods to maintain itself.
- To give examples of Northern India and of Eskimo societies as subsistence economies.

- To discuss markets as places that developed where trading could be done more easily than in isolated areas.
- To diagram the mountains that made travel difficult and markets hard to develop in Europe and Northern Africa.
- To diagram the deserts in Africa that made travel difficult and markets hard to develop in Northern Africa.
- To show the pathways an ancient Phoenician could take from Phoenicia to the Black Sea.
- To explain why the Phoenicians became one of the first great trading societies.
- To list objects of trade that the Phoenicians dealt with.
- To explain that services as well as goods can be traded.
- To define imports and exports.
- To explain how the Phoenicians (and others) made a profit from their trading.
- To explain that efficiency increases profits.
- To define capital as profits that are used to produce more goods. Capital includes money and products but not land.

**Intended Audience** Adolescent and adult learners

**Completion Time** 45 minutes (self-paced)

These two examples show that, in the past, societies became trading economies only when conditions were favorable. Some societies lived in favorable conditions, and when they developed better methods of production and had more extra goods, they began to trade more. People in these societies began to live in towns where trading could be done more easily in markets.

Eventually, large marketplaces came into being. People from all around travelled to these central marketplaces to trade. There they found products and materials which were not available in their own towns.

Page 6 of 22

NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 1

There are mountains in North Africa, Spain, France, Italy, and Turkey.

Page 9 of 22

NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 2

He could take the hard way over land, crossing mountains in Turkey.

Page 12 of 22

NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 3



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Or he could go by sea, through the Straits of Dardanelles.
Page 13 of 22
NEXT - next page ♦ BACK - previous page ♦ LAB - review
SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

Figure 4

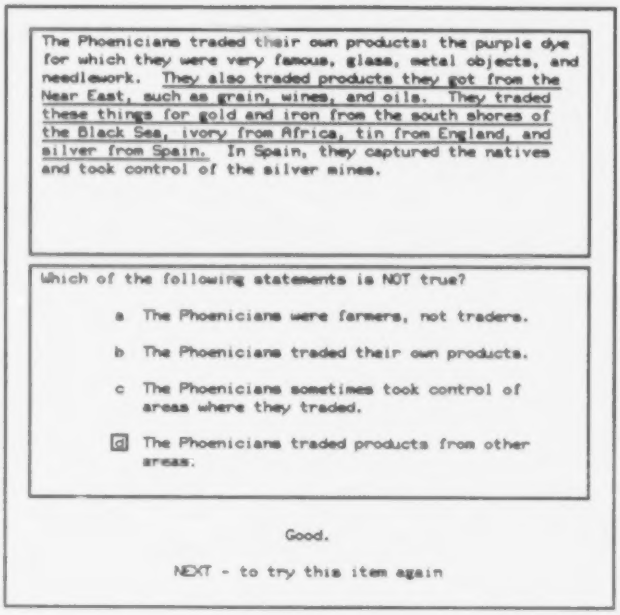
The Phoenicians traded their own products: the purple dye for which they were very famous, glass, metal objects, and needlework. They also traded products they got from the Near East, such as grain, wines, and oils. They traded these things for gold and iron from the south shores of the Black Sea, ivory from Africa, tin from England, and silver from Spain. In Spain, they captured the natives and took control of the silver mines.
Which of the following statements is NOT true?
a The Phoenicians were farmers, not traders.
b The Phoenicians traded their own products.
c The Phoenicians sometimes took control of areas where they traded.
d The Phoenicians traded products from other areas.
Good.
NEXT - to try this item again

Figure 5

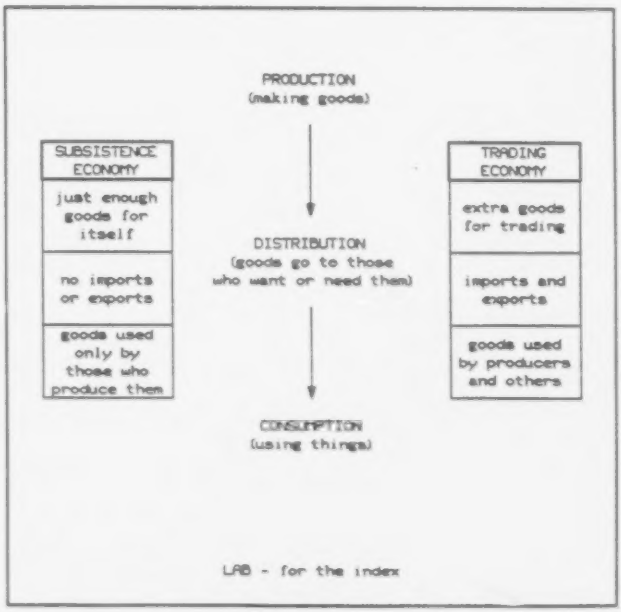


Figure 6



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**Lesson** **Production and Consumption**

**File** *gedss12*

**Authors** Martin A. Siegel
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**Author Affiliation** Courseware & Curriculum Applications (CCA) Group
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**Description** This eight-page reading passage describes the basic concepts of production and consumption. It defines terms that have to do with a simple economic system: *barter, surplus, raw materials, products, intermediary products, consumer, division of labor*, and *occupation*.

A flow chart at the end of the summary drill presents a graphic representation of how the needs of the consumer lead to a demand for raw materials that are made into intermediate products that become finished products (see Figure 1).

**Objectives**

- To define and give examples of raw materials.
- To define products as those things made from raw materials.
- To define intermediate products as those things that are no longer raw materials but that are useful in making something else.
- To review the definitions of production and consumption from the previous lesson.
- To define consumer as a person who uses products.
- To review the definition of barter from the previous lesson.
- To review division of labor from the previous lesson.
- To define occupation as the kind of work a person does.
- To review surplus from the previous lesson.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

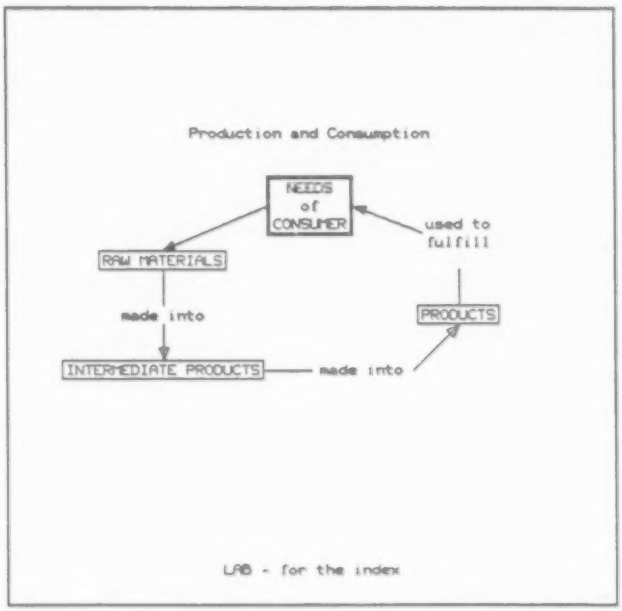
Production and Consumption
NEEDS of CONSUMER
used to fulfill
RAW MATERIALS
made into
PRODUCTS
INTERMEDIATE PRODUCTS
made into
LAB - for the index

Figure 1

Lesson **Taxes**

File *gedss13*

Authors Martin A. Siegel
Lindsay P. Reichmann
Dennis Michael Davis
Elizabeth J. Shultz
Robert J. Stevens
Robert C. Dixon

Author Affiliation Courseware & Curriculum Applications (CCA) Group
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Description This 23-page reading passage describes the U.S. federal, state, and local governments' taxation systems (see Figures 1, 2, and 3). It looks at the basis for property, income, and sales taxes. In addition, it defines and gives examples of five common taxes in the United States: *excise*, *inheritance*, *property*, *sales*, and *income*. It explains that graduated income taxes are based on people's ability to pay them.

This lesson also discusses whether high taxes retard economic growth, or whether they are justified because of the many services that the government offers its citizens.

A flow chart at the end of the summary drill presents a graphic representation of the connection among services provided, revenues needed, and taxes collected (see Figure 4).

Objectives
- To explain that the government needs revenue to maintain law and order and to provide services for citizens.
- To describe the three kinds of taxes the government collects: federal, state, and local.
- To define and discuss five kinds of taxes that U.S. governmental agencies collect: excise, inheritance, property, sales, and income.
- To note that some of these taxes are based on income, some on ownership of property, and some on purchasing power.
- To state that excise tax differs from sales tax, because it is collected on certain items before they are bought by consumers.
- To note that inheritance tax is collected from heirs when people die and leave substantial estates.
- To explain that property tax is based on ownership of things of great value, such as houses and land.

- To discuss the kinds of items for which sales tax is charged.
- To explain that one kind of income tax is Social Security (F.I.C.A.). It funds the government insurance program for retired people, disabled workers, and orphaned children. Both employees and employers pay into this program.
- To discuss reasons why some people are opposed to and other people are content with our present system of income tax, which is based on the ability-to-pay principle.
- To define taxable income as the amount left over after certain expenses are subtracted from each taxpayer's total income.
- To explain the principle of progressive or graduated income tax.
- To describe the differences between personal and corporate income taxes.
- To note that corporate income tax is based on the amount of profit a business makes.
- To explain that the government has the ability to raise and lower income tax rates according to its needs.
- To diagram and compare the ways in which federal, state, and local governments collect their tax money.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

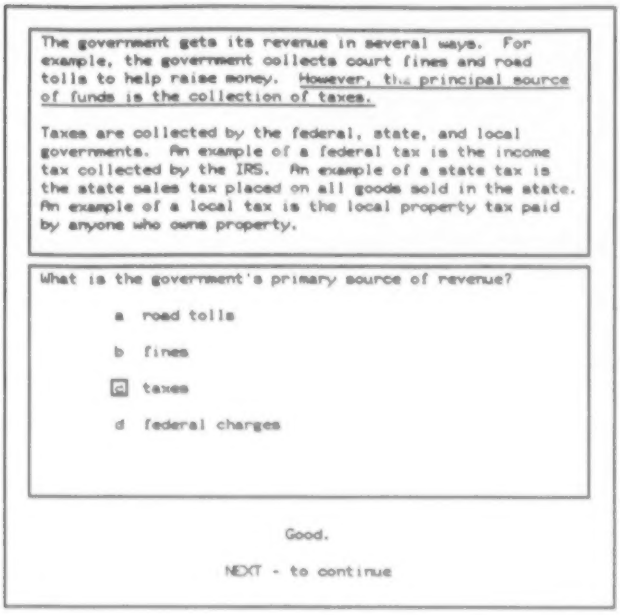
The government gets its revenue in several ways. For example, the government collects court fines and road tolls to help raise money. However, the principal source of funds is the collection of taxes.
Taxes are collected by the federal, state, and local governments. An example of a federal tax is the income tax collected by the IRS. An example of a state tax is the state sales tax placed on all goods sold in the state. An example of a local tax is the local property tax paid by anyone who owns property.
What is the government's primary source of revenue?
a road tolls
b fines
c taxes
d federal charges
Good.
NEXT - to continue

Figure 1

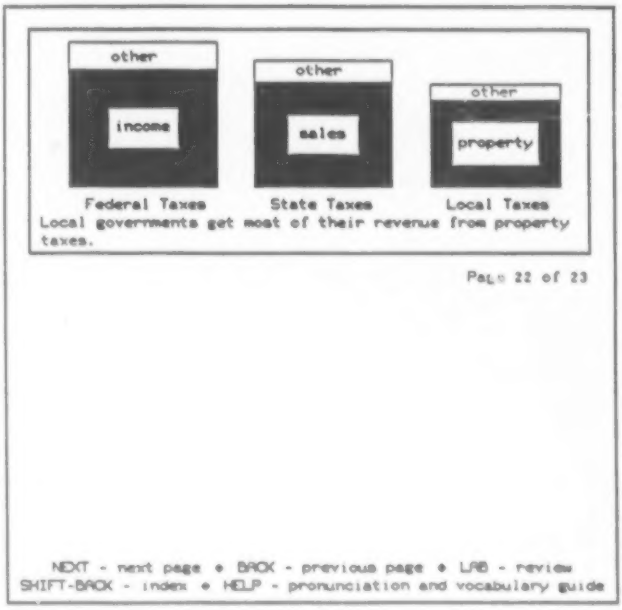


Figure 2

Match each level of government with its primary source of tax revenue.
1 b federal government
2 c local government
3 a state government
a income tax
b sales tax
c property tax
d percentage tax
No, two items are wrong.
NEXT - to read the passage and try again

Figure 3

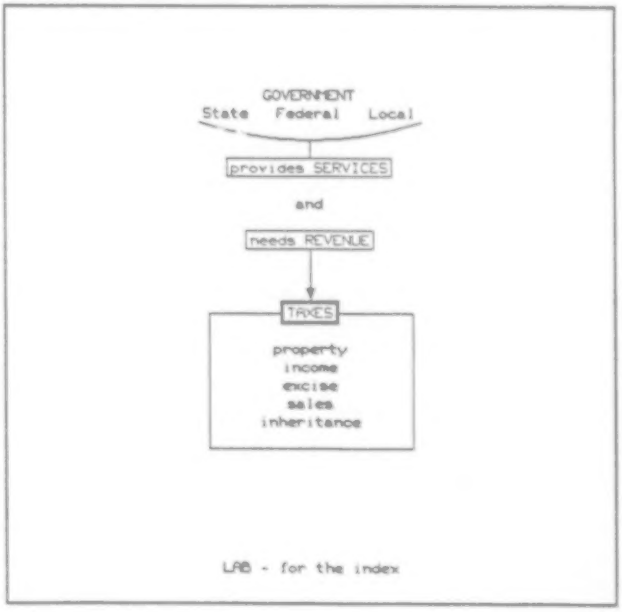


Figure 4



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Lesson **Free Enterprise and Government Regulation**

File *gedss14*

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Description This 21-page reading passage on free enterprise and government regulation explains the basic concept of how competition can be preserved with some government intervention (see Figure 1). Issues dealing with *monopolies, corporations, laissez-faire, due process* (see Figure 2) *anti-trust laws, minimum wage laws, price controls*, and *labor unions* are discussed and related to one another in economic and political terms.

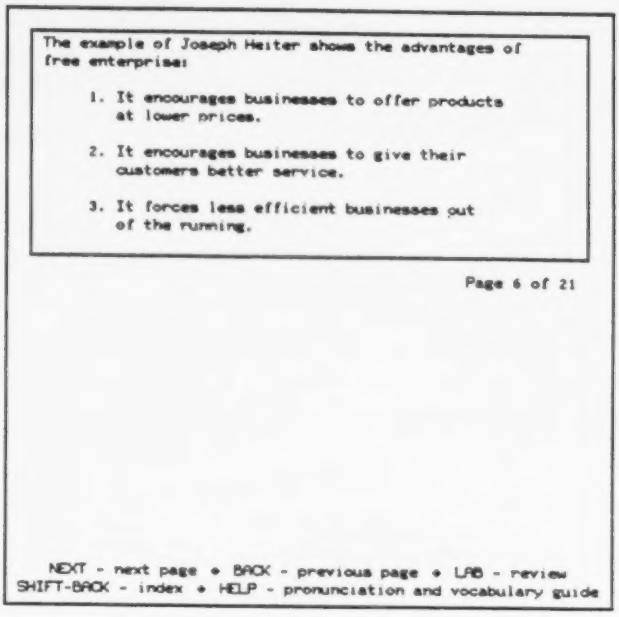
A flow chart at the end of the summary drill presents a graphic representation of how free enterprise, based on competition, has advantages for consumers, but that it also requires some government regulation to prevent monopolies and to protect workers (see Figure 3).

Objectives
- To define and give examples of free enterprise as a system that allows people to start, run, and own their own businesses.
- To define competition in terms of how it allows businesses to turn out products that customers want at prices they can afford.
- To define *laissez-faire*, the French term, which means *hands off*. This is the U.S. government's policy toward private business.
- To explain that the *laissez-faire* concept originated with economist Adam Smith who lived in the 1700s.
- To explain that after the Civil War, when corporations were formed as businesses grew, some government intervention was needed to regulate monopolies.
- To describe monopolies as large businesses that control the supply and/or sale of a certain product, and to note that competition is no longer a factor in the setting of the price for that product.
- To note that free enterprise cannot exist in the presence of monopolies.
- To trace the steps that led the American people to demand government protection against monopolies.

- To note that much of the protection against monopolies came with the passing of certain laws between 1900 and 1930.
- To explain that the 14th Amendment to the Constitution, which contains the due process clause, was used to counter the effects of monopolies in the economy.
- To define commerce as anything to do with buying and selling.
- To note that the government decided to defend its right to regulate commerce by passing the Interstate Commerce Act aimed mainly at the railroad industry.
- To describe the Sherman Anti-trust Act as another protection for free enterprise under the United States government.
- To explain that, during and after the Great Depression, the government did several things to help people survive and to help the economy grow.
- To define the minimum wage law as one that guarantees workers a minimum hourly wage.
- To explain that price controls were put into effect to make it illegal to raise the prices of necessary products.
- To note that there is disagreement over how much the government should regulate businesses and growth.
- To explain that labor unions are similar to monopolies, and to note that many businesses are asking for government regulation of labor unions, so that they will not make unreasonable demands on businesses through their control of the supply and price of labor.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)


The example of Joseph Heiter shows the advantages of free enterprise:
1. It encourages businesses to offer products at lower prices.
2. It encourages businesses to give their customers better service.
3. It forces less efficient businesses out of the running.
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NEXT - next page ◆ BACK - previous page ◆ LAB - review
SHIFT-BACK - index ◆ HELP - pronunciation and vocabulary guide

**Figure 1**

Owners of monopolies claimed that the government had no right to interfere with the growth of big businesses because of the 14th Amendment to the Constitution.
This amendment contains the "due process" clause, which says that no person may be deprived of his right to life, liberty, and property without a trial.
This amendment was originally written to make sure that no citizen is denied his rights. However, owners of monopolies argued that this clause applied not only to individuals, but to businesses as well.
The "due process" clause of the 14th Amendment guarantees that
a businesses can grow as large as they want.
b only certain people can own property and run a business.
c no person can have life, liberty or property taken away without a trial.
d no person shall be treated as a guilty person, until they are proven guilty.
Underline the part that gives the evidence for choice c.
NEXT - to move the line ◆
BACK - to move the line ◆
LAB - to have your answer judged

**Figure 2**

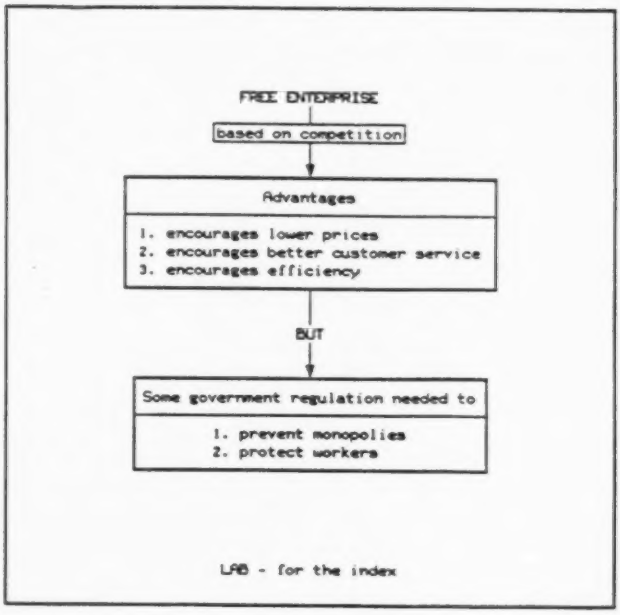


**Figure 3**



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**Lesson** **Free Trade and Tariffs**

**File** *gedss15*

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**Description** This 16-page reading passage on *free trade* and *tariffs* explains the effects of protective tariffs on the economy of the United States. It also outlines the basic arguments for and against tariffs in international trade.

A flow chart at the end of the summary drill presents a graphic representation of how protective tariffs have advantages and disadvantages in the world market (see Figure 1).

**Objectives**

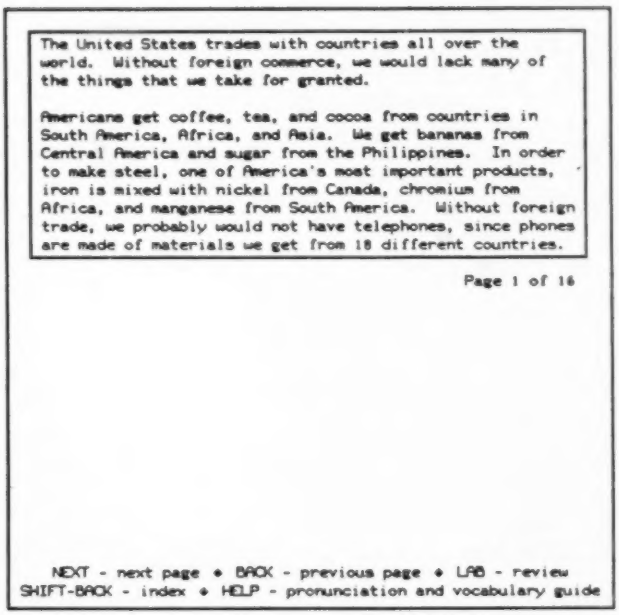
- To explain that foreign commerce has become very important to the United States and has greatly expanded the number of goods and resources at our disposal (see Figures 2 and 3).
- To note that a world trade system that would allow all nations to trade freely with one another would probably benefit many countries.
- To explain the reasons why nearly every country in the world has passed laws that limit world trade.
- To define import and export in terms of international trade.
- To define protective tariffs as special taxes placed on goods sent from one country to another.
- To define duty as a tariff on imported goods, and to give examples of how duties affect prices of imported items.
- To note that the purpose of tariffs is to restrict but not to prevent trade between countries.
- To examine the arguments for and against protective tariffs.

**Intended Audience** Adolescent and adult learners

**Completion Time** 30 minutes (self-paced)

PROTECTIVE TARIFFS
1. special tax on imported goods
2. restricts trade with other countries
ADVANTAGES
a. reduces danger of foreign competition
b. helps national economy
c. makes a country self-sufficient
DISADVANTAGES
a. leads to bad feelings among countries
b. decreases American exports
c. prevents free international trade
LAB - for the index

**Figure 1**


The United States trades with countries all over the world. Without foreign commerce, we would lack many of the things that we take for granted.
Americans get coffee, tea, and cocoa from countries in South America, Africa, and Asia. We get bananas from Central America and sugar from the Philippines. In order to make steel, one of America's most important products, iron is mixed with nickel from Canada, chromium from Africa, and manganese from South America. Without foreign trade, we probably would not have telephones, since phones are made of materials we get from 18 different countries.
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SHIFT-BACK - index ♦ HELP - pronunciation and vocabulary guide

**Figure 2**

Without foreign trade, the United States
a would lack many important products.
b would be unable to make any money.
WRONG ♦ c would be far better off.
d none of the above
Here's some extra information: Several sentences in this passage contain evidence to help you make the right choice.
NEXT - to read the passage and try again

**Figure 3**



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APPENDIX A

**List of Filenames in**
**The CCA U. S. Government Curriculum**


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| *gedss02* | Capitalism, Communism, Socialism | 16 |
| *gedss03* | Representative Democracy and Political Parties | 19 |
| *gedss04* | Governmental Separation of Powers | 22 |
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| *uscon* | United States Constitution, History and Government, and Declaration of Independence | 32 |


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